

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching is one of communicating method of knowledge or data students. The aims of the teaching learning process is to improve students when gain their knowledge and thoughts. In other words, the teacher is an important part of teaching, so he or she must have a good teaching skill, personal traits also equally important because they also play vital role in the success of learning (Zamani, 2016). Besides that, the role of teacher is also very important to made learning process run well and effective.

There are many components that make sure the teaching and learning activity run well, effective and efficient. Effective teachers who has established an effective management system from the beginning year of school will devote more time to student learning than those who constantly try to use inefficient management systems (Wong, Wont, Rogers, and Brooks, 2012:61). It's clear and effective teaching and learning process will be happen if the teacher can manage classroom and all activities that teacher can carry out to organize well. Bistari (2017) said that, the effectiveness in managing the classroom, success in the communicative process, high quality of students' reaction, good performance in the learning process, high quality of achievement of the lessons' objectives are all markers of effective teaching.

Fauziati (2015), explain goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful. Its

means through meaningful interaction and appropriate classroom management can help the students to make progress in learning English. Successful teachers are very effectively managed of the classroom environment. It is the reason why classroom management is required in teaching and learning process and that way the classroom management is important to the whole education in teaching process because it offers students an ideal learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier, it involves more than just discipline and rules. It also entails organization, routines with which students come to feel comfortable.

According Marzano (2003), the most important job of teachers is an a manager. As a result, teachers must have responsibility to manage classes in order that English teaching and` learning process is going to run well. Teachers can be called professional teachers, not only because teacher are usually effective manager or the classroom environment. However, teachers who can create active learning communities can allow students to actively participate in teaching and learning process. Therefore classroom management is the important factors that influence school learning (Wang, Heatel and Walberg, 1993). This statement explains the reason why classroom management is important.

Classroom management is a reflection of the quality of learning. The success of teachers teaching in class is not enough if only armed with knowledge about curriculum, teaching methods, teaching media, and insights about the material to be delivered to students. In addition, teachers must master classroom management tips. In other words, teachers must be competent of overseeing the

classroom, including the construction and maintenance of the optimal learning environment, so that it could be helpful factor in making English teaching and learning more efficient and effective.

Classroom management refers to the way teachers organize what goes on in the classroom and how to manage the classroom. As a result, Nunan (2000) said that classroom plan is important to the teaching and learning process since it assist in the development and maintenance of a functional classroom system.

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Based on the observation, the researcher collected information from English teacher in Mts Negeri 2 Medan. The English teacher in this school usually used common classroom management in their English and used unique rules and routines as a components of classroom management during teaching and learning process. However, there were students did not follow the kind of rules and routines that create by the teacher. So, the students need guidance and support teacher in teaching learning, especially in English learning. So, the researcher decided conduct the research entitled “The Implementation of Classroom Management at Ninth Grade Students of Mts Negeri 2 Medan”.

B. Problems of The Study

According to the background that researcher has described, the problem of this study focused on “how do the teacher implement of classroom management at ninth grade students of Mts Negeri 2 Medan?”

C. Objectives of The Study

According to the background and title, the objectives of this research is to describe how do the teacher implement of classroom management at ninth grade students of Mts Negeri 2 Medan.

D. Scope of The Study

This study is limited to elaborate the teacher implementation of classroom management at ninth grade students of Mts Negeri 2 Medan, which is to discover teacher classroom management.

E. Significances of The Study

The significances of this study are written in both theoretical and practical. The significances of this study are written as followed:

1. The English Teachers

This research expected to help the teachers to get much information related to the process of learning with their students in the classroom, so the result of this research can be used as input information for employed their classroom management that appropriate with the student and the classroom situation.

2. The Schools

This research could give contribution to the school about the ability, strength and lack of the teacher in managing the English class. So teacher can evaluate his or her classroom management in teaching English to manage the classroom in order to more effective and interesting for students when learning English.

3. The Future Researcher

This study expected to be a reference for additional information of the other researchers.

