

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is among the most widely used languages for international communication. This is consistent with English's function as a global language, as described by Crystal (2003), who said that English is taught and utilized English is used as a first language, a second language, and as a medium of communication in various contexts. English is the first foreign language taught as a required subject in Indonesia, starting in kindergarten and continuing through university.

One of the Indonesian governments is attempting to enhance mastery in the English language by implementing an earlier English language curriculum in formal educational institutions, beginning with primary schools. The introduction of the English language recognition program in schools is grounded in Decree Number from the Minister of Education and Culture. 060 / U / 1993 dated 25 February 1993 (Depdikbud, 1993) which describes the possibility of learning English as a local content subject in elementary schools and can be started in the fourth grade of elementary school. The education community has reacted very favourably to this policy, even in various large private elementary schools, learning English has been started grade one. The aspects of ability in English include four English skills, namely listening, speaking, reading, and writing.

The Indonesian curriculum's standard process sets criteria for the teaching and learning process aimed at achieving the highest possible competency standards. This process is designed to be more interactive (providing time and space for students to express opinions), more challenging (fostering creativity), more enjoyable (creating a positive classroom environment), and more motivating (encouraging active student participation). According to the 2013 Curriculum, there are six sections, namely: (1) Introduction which contains the principles of teaching and learning in accordance with the competency standards of graduates, (2) Characteristics of teaching and learning, (3) Learning planning, syllabus and lesson plans, (4) Implementation the teaching-learning process, (5) Evaluating the teaching-learning process, and (6) Monitoring the teaching-learning process. The application of the teaching and learning process in the 2013 Curriculum mainly focuses on two items (Ministry of Education, 2013): (a) Classroom management, and (b) Teaching-learning process.

Classroom management is an art and practice that is practiced teachers, whether individually, collaboratively with peers, or through others (such as team teaching with colleagues or involving students), strive to optimize the learning process. In the context of management, class management also involves a process, which includes planning, implementing, and evaluating. According to Sternberg and Williams (2002), classroom management is a combination of tactics and skills that allow a teacher to effectively regulate students and provide a positive learning environment for all students; Classroom management is an important item to be included in the latest Indonesian curriculum (Ministry of Education, 2013).

According to Kennedy and Thomas (2012), teachers should be viewed as communities that must examine each other's ideas; teachers play crucial roles in determining the success of students and classrooms through their arguments, suggestions, and conclusions. To create effective and efficient teaching-learning environments that cater to students' needs, teachers must implement a skillful system for managing students' task behaviors in the classroom (McIntosh et al., 2006).

Problems will develop as a result of failure to manage classroom resources, particularly with huge sizes for classes in areas such as time management, socio-cultural differences, a lack of student motivation, instructor enthusiasm, and personal variables such as family issues, home issues, emotions of unworthiness, and financial considerations. Finally, classroom management issues arise from an inability to manage the necessary resources.

Managing the class is the teacher's job to create a comfortable and conducive classroom atmosphere in the teaching and learning process. If there is interference, the teacher must be able to control students so that the class remains conducive. For example, the teacher must stop an action by one student that makes noisy in the classroom atmosphere, punishes students who violates school rules, rewards students who succeed in answering questions given by the teacher during the teaching and learning process, paying attention to the appropriateness of facilities and infrastructure in the classroom. Thus the learning objectives will still be achieved by students. Therefore, teachers must be able to carry out their roles and duties in educating students by paying attention to classroom

management that the teacher uses.

When conducting the research, the preliminary data need in fact, in the teaching and learning process, there is a teacher's inadequacy in carrying out his role in the classroom. An observation by researchers at SMP Negeri 1 Bosar Maligas that the teacher explained the learning material then wrote it down on a blackboard where the conditions of the classroom were not conducive. Students talk to each other while the teacher provides them with learning materials. There are also students who are not calm because of the high room temperature. So it can be said that the teaching and learning process at the school has not been carried out properly.

Based on the above phenomena, researcher is interested in conducting research and raising these problems in a thesis entitled Teachers' Classroom Management in English Classroom.

B. The Problem of the Study

Based on the previous background of the study, the research problems are formulated as follows:

1. What problems are faced by the English teacher in managing an English classroom at SMP Negeri 1 Bosar Maligas?
2. How does the English teacher manage the English classroom at SMP Negeri 1 Bosar Maligas?

C. The Objective of the Study

Based on problem of the study, the objectives of the study are:

1. To describe the problems faced by English teachers in managing an English Classroom at SMP Negeri 1 Bosar Maligas.
2. To find out the English teacher in manage a classroom in teaching English at SMP Negeri 1 Bosar Maligas.

D. The Scope of the Study

Based on the identification of the problem, the researcher defines the problem so that there is no misunderstanding in the research. In this thesis, the researcher focuses on the management of the teacher's classroom in the teaching and learning process. Then the constraints faced by the teacher in managing the class. The research scope that the researchers will be made the concept of teachers' classroom management in English classrooms and the problems faced by teachers in the teaching and learning process.

E. The Significances of the Study

The findings of this research are anticipated to offer information that could be valuable both theoretically and practically for teachers.

1. Theoretically, the research's findings can be incorporated into the process of teaching English, particularly with regard to classroom management. The

study's findings can serve as a guide for others wishing to investigate the teaching and learning of English through research.

2. Practically, the research is expected to be an input for teachers to develop classroom management in improving teacher quality in the teaching and learning process. Through classroom management, the student learning teacher is successful and increasing.
 - a. For teacher, it is hoped that the findings of this research will contribute to enhancing the quality of the English teaching and learning process..
 - b. For students, hopefully the findings in this research can help students' learning process become more enjoyable.
 - c. For other Researcher, the findings of this research can serve as a valuable reference for future studies.