

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the research question, purpose of the study, the significance of the study, the definition of key term, scope and limitation of the study.

A. Background of the Study

Classroom as the place for the teaching process has a great influence on the persistence of the teaching and learning at school. Doyle (1980) stresses that the classroom is not only the static picture of a room filled with twenty or thirty students and the same number of chairs and desks, with shelves, tables, books, and chalkboards. Classes also need to be properly organized so that teachers and students can interact more easily. In addition, classroom seats should be properly placed to facilitate movement and activities within the classroom for teachers and students, and the available equipment supports the teaching and learning process. Should be used properly to do. In the classroom, students can study comfortably. Not only that, a class is said to be successful if the teacher can manage the class well. The teacher's ability to effectively manage the class is one of the keys to the success of the teaching and learning process.

Management refers to a method or a way of controlling or managing. Management in school as a process in which educational leaders who are in

charge of teaching and learning try to make the best use of teachers, students, and other resources to promote a culture of teaching and learning. The term "management" in this study will refer to the strategies employed in schools by education managers and other educators to promote a culture of teaching and learning.

The term "classroom management" refers to everything a teacher does to arrange the students, the classroom, the time, and the materials to facilitate student learning. Effective instructors will have more time to dedicate to student learning if they use an effective management system from the start of the school year as opposed to teachers who continually attempt to use an inefficient management system. Any action a teacher takes to establish a setting that supports and encourages both academic and social-emotional development is also referred to as classroom management. Classroom management includes the arrangement of people (students) and facilities which include, ventilation, lighting to the design of appropriate learning programs. Teachers, students, and the physical setting are only a few of the elements that make up class management or class organization. These three factors combine to generate safe and favorable learning environments in the classroom.

All a teacher does to prepare the students, the classroom, the time, and the materials so that learning can take place is classroom management. Arikunto in Diamarah & Zain (2010:177) added in the following sentence, that are 2 aspects of classroom management. Firstly, management of

students; secondly, management of physics such as room, furniture, and learning equipment. This is a more specific term for organizational skills to build a good learning / educational environment. This skill is called classroom management because teachers are more likely to teach in the classroom. This means teachers need to understand what they are doing in the class, adhere to it, establish classroom rules and procedures, and know the responsibility for their work in the language classroom.

Besides, Kulina *et al.* (2003) define classroom management as the teacher's actions used to manage students' behaviors. The more practical definition says that classroom management is how the teacher works, how the class works, how the teacher and students collaborate, and how teaching and learning happen (Bosch, 2006).

Teaching is collaboration with pupils so that everyone can learn, develop, and succeed. The classroom will be a space where everyone may express their feelings and collaborate through strong student-teacher relationships. These tight bonds and the mutual assistance between teachers and students are essential for academic achievement. All teaching and learning processes, including the English teaching and learning process, require effective classroom management.

English Classroom Management is a way of supporting for the English teaching and learning process to develop smoothly, efficiently, and effectively. Teachers must maximize the teaching and learning process by

preparing study aids, learning devices, and teaching aids, as well as having the ability to use different study aids and resources depending on the subject.

Teachers play an important role in increasing students' motivation and enthusiasm for learning (Yestiani & Zahwa, 2020). Djamarah (2014) explains that teachers have the responsibility to encourage, guide, and foster students, both individually and classically, to continue learning. Teaching and learning require teachers to have a variety of talents, but one of the most crucial is the ability to control the classroom. The learning outcomes attained by children are significantly influenced by the English teachers who work with them. This is a challenge for them, considering that English in Indonesia is a foreign language.

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most important international languages for communication has been recognized by the Indonesian government since its independence, therefore, the government has recommended that English be a compulsory subject in secondary schools (Nurkamto, 2003). Therefore, teachers are required to be able to teach English in the classroom in a fun and enjoyable way. Moreover, English is the second language after Indonesian.

Different teachers have different innate management strategies for the classroom environment and methods for organizing the space to serve their purposes. A teacher's primary duty is to oversee the classroom. The way a teacher runs their class has an impact on how the students view

learning, how they behave, what they choose, and how the institution as a whole sets its goals and tone. There are fewer issues with classroom discipline when there is strong and consistent management and organization.

Based on Magdalena (2011) the term of challenge refers to the situation that faced by someone who needs an effort to reach the goal. Challenge is different from a problem. The difference is if a problem does not need any effort but a challenge needs an effort in to get something. It means that if someone is experienced a challenge, they has to do something and find a way to solve it. There are many many aspects to teaching a language. The teacher helps, facilitates, and encourages students to have a positive attitude, a positive outlook, and motivation towards English in addition to teaching and paying attention to the students' language abilities, such as reading, writing, listening, and speaking. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future (Derakhshan, 2015).

As classroom administrators, teachers need to manage students by instructing them what to do and learn. The teacher's responsibility to manage the atmosphere and media to help support learning is important. This thesis analyzes the problems experienced by English teachers which are also considered challenges for them in teaching. The ability of the teacher to control the classroom is frequently essential to effective

instruction. The efficiency of teaching and learning can be significantly impacted by the teacher's methods. One of the legitimate issues teachers face is overcoming the hurdles they face in the classroom, and good teachers have the courage to do so. By addressing these typical classroom issues, we can improve teacher retention rates, student success rates, and educational quality overall.

In previous research the researchers have found an important part by the English teacher in managing the classroom. Resky (2021) claim “The result of this research show that classroom management divided into two main activities (Setting facility arrangement and all teacher's strategies in the class room)”. While, Husna (2021) “The challenges include: lack of student interest in learning English, lack of basic knowledge of students about English lessons, the use of mother tongue when learning English, facilities at school, teacher unfamiliarity in technology and insufficient time lesson.

Based on the analysis presented above, the researcher draws the conclusion that classroom management refers to how teachers oversee all activities related to study sessions and ultimately help students reach their learning objectives. Since good classroom management by teachers is crucial and must be taken into account to develop a teaching and learning process, researchers are interested in knowing how the classroom management process at MTsN 1 Trenggalek and observing what problems or challenges English teachers face when learning English.

B. Focus of the Study

Based on the background of the study on the previous page, the research problem will be:

1. How is the classroom management applied by the teachers' in teaching English at MTsN 1 Trenggalek?
2. What are the teachers' challenges in classroom management in teaching English at MTsN 1 Trenggalek?

C. Purpose of the Study

Based on focus of the study, the study will intend to:

1. To analysis how is the classroom management applied by the teachers' in teaching English at MTsN 1 Trenggalek.
2. To know what are the teachers' challenges in classroom management in teaching English at MTsN 1 Trenggalek.

D. Significance of the Study

The results of this study are expected to provide the following benefits:

1. The Teachers

For teachers, researchers hope that this research can contribute to teaching English. The teacher can manage the class well, the teacher must encourage and criticize as well as remind, that way teaching and learning in the classroom can be more effective.

2. The Students

For students, they have the opportunity to learn comfortably both in and out of the classroom, and also to get useful and meaningful feedback from their teachers.

3. The Future Researchers

For further researchers, the results of this study can identify the challenges and problems of teachers in managing the classroom.

E. Scope and Limitation of the Study

The scope of this research there are 3 English teachers at MTsN 1 Trenggalek. This study is intended to analysis how is classroom management in MTsN 1 Trenggalek and to know what are the teachers' challenges in classroom management in learning English at MTsN 1 Trenggalek.

F. Definition of Key Term

In this part, there are some explanations to understand the context easier. The definitions of key terms are as follows:

1. English Teacher

English is taught at all educational levels and where the learning of teaching takes place known as studying a foreign or additional language. English teachers do not only teach language skills such as those four skills above but also they have to help, facilitate, encourages students to have enthusiasm, good attitude, and motivation towards English (Songbatumis, 2017).

2. Classroom Management

Moskowitz and Hayman (1976), when an educator loses control in class, it becomes increasingly difficult for them to manage the class. Classroom management is a combination of two words, word class and management. Management is roughly understood as management or generally, activities including planning, organizing, directing, coordinating, monitoring and evaluating.

3. Teaching English

The process of imparting English information to students in a classroom involves all language components and abilities. In classroom activities, teachers play an absolutely important role in communicating messages and knowledge and have close relationships with students. As classroom administrators, teachers need to manage students by instructing them what to do and learn. The teacher's responsibility to manage the atmosphere and media to help support learning is important.

4. Challenge

Based on Magdalena (2011) the term of challenge refers to the situation that faced by someone who needs an effort to reach the goal. Challenge is different from a problem. The difference is if a problem does not need any effort but a challenge needs an effort in to get something.