

CHAPTER 1

INTRODUCTION

In this chapter the researcher present some aspects related to this research include background of the study, statement of the research problem, objectives of the research, significance of the study, scope and limitation of the study and definition of key term. It will explain as follows.

A. Research Background

Managing classrooms means managing the complexity, simultaneously contributing to the moment-by-moment unfolding of classroom life, and the longer story of formal education. There is classified classroom management elements in the physical environment of the classroom such as the sight, sound and comfort; the seating arrangements; the use of the board and the equipments needed in the class (Brown, 2001: 192-4). Those elements are related to the teacher such as his/her voice and body language. So, teachers should master adequate class room management strategies that will help them control the class and make their students enjoy it rather than hate it or consider it as a heavy burden.

The teacher who adopt a relationship-building approach to classroom management by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors. Teacher is one of the most important people that can make a good classroom management; it is about how the teachers can organize the classroom in English learning process. Every

teacher must have method to present some skill of their student with always up to date the knowledge.

Teaching is one of the noble professions of the world. Histories are the evidence of the significance and sanctity of the teacher and teaching and learning process. The goals of teaching in a complex society are diverse and it has been an important topic of the educationists for over the past several decades. Teachers can be categorized as effective and ineffective. There is a tradition image of an effective teacher such as kind, caring, rigid, authoritarian, etc. Effective teaching has a remarkable diversity in its definition.

There is many different perspective of it as well as positive or negative. Some says teacher who can establish a rapport with the students. Some people define an effective teacher as a person who has a superior command over a particular subject; who has an ability to transmit his or her subject effectively to the students. Others are of the view that can activate students' energy and could make them work in a better way (Malik: 2013).

Teacher should have full command on the subjects; keeps their up to date with new emerging technologies and in every expansion of knowledge, but it has to be actively constructed through personal and social experiences and to enable the students to learn how to learn. The teacher should care about the wellbeing of the students and should be result oriented. Arend (1986) mentions the four higher level attributes of an effective teacher. He told that effective teachers have personal qualities that differentiate them with others. Their charismatic personality makes them stand out and attracts the students' attention and makes

the students listen to them. The interpersonal skills of the teacher make him/her popular among the students and build a rapport between the teacher and the students.

“Teaching learning process is based on direct interaction between the students and the teacher. To perform this task effectively and efficiently the teacher needs to be proficient in interpersonal skills” (Malik, 2012). Some of Interpersonal skills are mentioned as this explained. The effective communication skills of the teacher make her/him comprehensible by the listener. Her/his self-confidence and instant decision making enables her/him to resolve conflicts instantly. It is always patient and motivating. Excellent at collaborative work when involve students in some practical work. Has command on her language and spoken style. Is able of intellectually convincing arguments. He/she always uses his/her knowledge positively and wisely and above all respects emotions of the students. Creates a democratic atmosphere in the classroom (Malik, 2012).

Ansari (2013) explained that current teachers are reflective practitioners. They produce higher level thinking in the students that they are able to analyze and synthesize. Effective teachers have a repertoire of effective practices. Effective teachers possess a repertoire of teaching practices known to stimulate students’ motivation. They have a variety of activities and teaching techniques to make learning fun for the students. He/she plans her lessons based on strategic thoughts that involves the conscious selection and use of tools of thought from her repertoire. Her skills include making children self-motivated. Teachers are not restricted to the few practices instead they have a pool of new ideas and

techniques to handle the hand on situations. They are not bound to only the prescribed methods of teaching and problem solving. He/she remains on the toes all the time in and outside the classroom.

Today, teacher should have good classroom management to make their students enjoy in learning English in the classroom. With the good management the class condition will more life and interesting for the students. As McManus (1989) sensibly points out ‘teaching is more than the sum of its parts’ but it is possible from research, observation and autobiographical anecdote to discern ‘four rules’ of classroom management applied by successful teachers which like the ‘four rules’ in arithmetic, once assimilated, can be applied in many different situations. The first rules is Get Them In, it can be seen to involve three phases: greeting, seating, and starting. The second is Get Them Out, in this rules the teacher should consider two phases of concluding a lesson and dismissing a class. The third is Get On with it, in this context “it” refers to the main part of the lesson, the nature of its content and the manner of it presentation. The last rules is Get on with them, Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this effectively teachers need to be aware of each child as an individual and be sensitive to the mood of the class as a whole. This means knowing who’s who and keeping track of what’s going on.

There are many study about how manage the classroom, from the explanation above about the development of classroom management and effective teacher also determine how the achievement of the student’s learning. In all of the

rules above said that teacher should develop good personal relationship with the pupils because it will help the teacher to know the characteristic of each pupil.

Ababneh' (2012) investigated to what extent EFL staff at Al-Balqa'a Applied University implement appropriate classroom management elements from the perspective of their students'. The result of this study showed that students believed that their English teaching staff at the university displayed good implementation of classroom elements under study. Factors like gender and academic major at the university did not have a significant influence on students' responses. Furthermore, this study sheds light on the importance of giving the students' a role in assessing their teachers and to pinpoint the positive and negative points in their classrooms. This could create a better teaching atmosphere which of course could lead to a successful learner. In this study the researchers want to know how the effective teacher can develop a good classroom management in delivering the material to the students. It is because we know that every personal teacher has different way to attract their student's interest in English classes. So, it will be explain more in the next chapter of this study's report.

B. Statement of the Research Problem

Based on the background above, the researcher state the problem is "How the criteria of effective teachers in employing classroom management in English classes?"

C. Objectives of the Research

From the research problem above, this research aim is to know how the criteria of effective teacher in employing their classroom management in their English classes.

D. Significance of the Study

The significances of the research could be mentioned as follows:

1. For Headmaster

The result can be used to give instruction or brief to the teacher about how to manage the classroom in order to more effective and interesting for students when learning English.

2. For teacher

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.

3. Other Researcher

For other researcher, the result of this study will give some contribution and information to help them in conduct future research or to develop their research to be more specific or etc.

E. Scope and Limitation

To avoid misunderstanding upon what the writer explained, the researcher limits the scope of study in order to make it more detail and focus.

Based on the problem above, the scope in this research is the teacher's classroom management in English learning process. This research focuses on the

teacher's ability in managing the classroom in English learning process at MAN 1 Trenggalek and SMAN 2 Trenggalek. And the limitation is only to observe the teacher use their knowledge that appropriate with the content in teaching and learning English in the classroom. The researcher prefers to take this focus because that is the prerequisites to be a successful teacher and knowing their content deeply is the important thing in good classroom management. The teachers in both schools are good in sharing their subject with their students in meaningful ways and make the students have clear understanding with the subject. It can be know from the student's assessment in English lesson, many students have good score in final examination or in task that teachers give to them. Many students also accepted in some university than the previous school year. When the student can finish the exam or task clearly, it can be define that they can understand what the teacher explanation about the content. From that explanation, the researcher take the teachers only from two schools, there are MAN 1 Trenggalek and SMAN 2 Trenggalek.

F. Definition of Key Term

The writer wants to explain the meaning of key terms in the title from this research in order to make easy and understandable by the readers. The explanations are as follows:

1. Classroom management

Richard, Platt & Platt (1992:52) define classroom management as the ways in which student behavior, movement, interaction, etc., during a class is organized and controlled by the teacher to enable teaching to take place

most effectively. Classroom management includes procedures for grouping students for different types of classroom activities, use of Lesson Plan, handling of equipment, aids, etc., and the direction and management of student behavior and activity.

2. Effective teacher

Effective teachers are models of the professionalism and commitment expected in a modern teaching profession. Such teachers can act as mentors and guides for younger staff and can develop and hone their skills by becoming involved in whole-school professional development. They are a precious resource for school leaders and need to be both recruited carefully and given every opportunity to develop professionally.

3. English learning

English Learning defines as the acquisitions of knowledge or skills through experience, study, or by being taught especially in English lesson. In the other source, learning is define by the act or experience of one that learns; knowledge or skill acquired by instruction or study; modification of a behavioral tendency by experience (such as exposure to conditioning).