

CHAPTER II

REVIEW OF RELATED LITERATURE

To get the framework of the issue, in this literature review the researcher discusses some important aspects related to the study. First, this chapter presents some definitions of the terminology used in this paper that are definition of classroom management, definition of effective teacher and the characteristics of effective teacher in teaching language and learning process. Second, this chapter presents the review of related studies and followed by the conceptual framework of the study.

A. Definition of Classroom Management

Classroom management is the process of ensuring that classroom lesson run smoothly despite disruptive behavior of students. The term also implies the prevention of disruptive behavior. Classroom management is closely linked to issues of motivation, discipline and respect. It is a major concern of educators and administrators. Many teachers establish rules and procedures and have to be consistent in enforcing these. A well-managed classroom will not only ensure learning, but build a teacher-student relationship that is grounded on respect, trust and partner-ship.

Effective classroom management strategies (here after abbreviated to CMS) support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999). Evertson and

Weinstein (2006:4-5) define *classroom management* as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students.

Underwood (1987) listed some basic techniques and approaches that focus on the organizational aspects of teaching English successfully. Those are:

a. Know Yourself.

- 1) Be confident of the English you have
- 2) Be aware of the special talents you can make better use of
- 3) Maximize the use of your specialist knowledge on facts and ideas in some other field literature, geography, history, robotics, etc. Interesting contents in language lesson ensure a communicative purpose to your students' language learning experience.
- 4) 'Bring to life' the environment of English-speaking countries. Student's enjoyment of the language can be heightened by showing them real objects to stimulate their understanding of English.
- 5) Improve your teaching performance in any area you feel you are weak. Good classroom performance will have a significant effect on the students' perception towards you.
- 6) Make the students busy and lead them to believe that what they are doing is worthwhile. A well-organized class is less likely to have problems with misbehaving students.

7) Allow yourself of the great opportunities for self-development.

b. Know Your Students

- 1) Calling students by their names creates a friendlier atmosphere in the classroom.
- 2) Never ask your students in class of things you would not wish to be asked yourself.
- 3) Provide interesting learning activities for the students.
- 4) Check on their previous learning of English. Start your class with where they ended their previous experience.
- 5) Share the enthusiasm and interest in learning the language with your students.

c. Develop an Encouraging Class Atmosphere

- 1) Give a sense purpose. Make sure that everything done in class is worthwhile for the students.
- 2) Ensure that English is spoken. The teacher's own confident use of language has a very great influence on the student's willingness to speak in English
- 3) Provide opportunities for them to use the language freely to express their own ideas.
- 4) Give encouragement. Nothing beats a positive push upward.
- 5) Involve all students. Not all students are most likely to participate in class discussion and activities. Never allow them to habitually alienate themselves.

d. Build an Ideal Classroom

- 1) Make sure the room has the appropriate lighting and ventilation.
- 2) Arrange audio-visual aids in a manner audible and visible to everybody.
- 3) Arrange classroom set-up in accordance to the learning activities for the day.

e. Be Prepared

- 1) Plan your lesson and teaching materials ahead.
- 2) Never waste time. Leave activities for students in case of absence.

f. Plan Lesson Routines

- 1) Draw your students' attention on the day's lesson before getting started.
- 2) Motivate students to learn.
- 3) Use a variety of teaching materials to enhance teaching.
- 4) Plan variety of learning activities to stimulate students' interest and attention.

A common mistake committed by the language teacher is to spend most of the class period teaching the target language. Students hate it when they are bombarded with rules. Although, the focus of language teaching is indeed on grammar rules, structure and usage, it pays to teach general knowledge to the language students. In fact, an effective approach to teaching language is to make use of general knowledge on a variety of subjects.

B. Element of Classroom Management

Wright (2005:16-18) explains about core element of classroom management. A number of interconnecting themes have emerged from the preceding analysis of the nature of classrooms which suggest a systemic framework for analyzing language classroom management which reflects the experience of teaching-and-learning. Classroom management is concerned with four main strands of classroom life – space, time, participation and engagement. Classroom activity can also realize the national discourse of state education systems. Managing classrooms is centrally concerned with reconciling and exploiting these influences with a view to promoting learning. It is a complex and demanding business, as multi-faceted as classrooms themselves: classroom management is complexity management. There are four element of classroom management.

a. Time and Space.

These are the two elements which most clearly define the basis of formal education. Time and space constraints are typically defined by larger institutions and authorities, and have a powerful influence on classroom life. The effect of ignoring them or of challenging them is profound. They overlap in teachers' plans for classroom activity and in the ongoing management of lessons. They literally and metaphorically constitute the boundaries of formal education, but are at the same time porous.

b. Engagement.

The affective domain, the territory of engagement, is at the very heart of the classroom management process. Engagement is a precondition of learning (van Lier 1996) and helps define the strength of motivation and individuals' approaches to learning. Engagement is not managed in isolation, however. There is a clear connection between the management of engagement and the management of space and time, as teachers and students make decisions about where to sit or stand, and who with, in what sorts of grouping, during lessons.

c. Participation.

Teachers and learners participate in the lives of classroom learning communities. Classrooms are thus social discourse worlds (Mercer 1995), or communities of practice (Wenger 1998); they are also defined by the way in which social and cultural practices contribute to cultural and intellectual development in the widest sense. The social life of a learning group is initiated, maintained and extended by the multitude of interactions that take place between its members during lessons and outside the classroom too – the most obvious are the verbal interactions, subject of many studies. Interactions are the basis of all the different types of information processing that classrooms initiate. They bring the inanimate alive as time and space are utilized, as learners and teachers engage, and lessons are 'done'. This perspective also enables us to examine non-participation or the role of silence in lessons.

C. Definition of Effective Teacher

Based on the study of Ansari (2013), he define Effective Teachers are themselves at a life-long learning process. They are able to diagnose the situations and use their professional knowledge appropriately to enhance students' learning and to improve their personality in order to make a better society.

Then, the foundation upon which teachers base their ability to adapt to changes and successfully navigate the complexities of the classroom comes largely from their personal abilities and experiences. These personal abilities and experiences can be classified as prerequisites to teaching—that is, competencies that are acquired and demonstrated before the teacher ever walks through the schoolhouse door. Prerequisites of effective teaching are often considered in relation to novice teachers, but in fact they reflect the accumulated competencies and experiences that any teacher brings to the classroom.

D. Prerequisites of Effective Teaching

Prerequisites of effective teaching are often considered in relation to novice teachers, but in fact they reflect the accumulated competencies and experiences that any teacher brings to the classroom. Research in the book of James *et. al.* (2004: 7-16) suggests that the following prerequisites are linked to effective teachers:

1. *Verbal Ability* has a positive effect on student achievement. Teachers make connections with their students, colleagues, and students' families through words and actions. Effective teachers know their students and how to communicate with them, both individually and collectively. Some students

prefer “just the facts” while others want to hear a narrative, and then there are others with completely different learning styles and communication needs. Effective teachers carefully consider their audience when delivering a message. They observe reactions and decide how best to get their point across to different individuals (James, Pamela, Jennifer, 2004:9).

2. *Content Knowledge*. Successful teachers know the content and can determine the essential knowledge and skills that are necessary for mastery of the subject in order to integrate them into effective instruction (Langer, 2001). One benefit of content-area preparation may be that teachers with a major or minor in a subject are more likely to attend professional development offerings in that area and incorporate application skills into instruction (Wenglinsky, 2002). Effective teachers have deep understanding and respect for their content area. Furthermore, they become experts in sharing their subject with their students in meaningful ways.
3. *Educational Coursework* is refers to the courses teachers took as part of their preparation program for teaching. Educational coursework is a stronger predictor of teaching effectiveness than grade point average or test scores (Ferguson & Womack, 1993). For teachers who embrace the concept of life-long learning, continued professional development in their field results in increased student achievement (Wenglinsky, 2002). When educators participate in professional development offerings that relate to the content area or population of students they teach, it enhances their

effectiveness, resulting in higher levels of student academic success (Camphire, 2001; Cross & Regden, 2002).

4. *Teacher Certification* is determined by individual states and is issued to individuals whom the state deems qualified to teach based on its criteria. Although being certified does not necessarily guarantee effectiveness, students of certified teachers typically do have higher levels of achievement than do students of uncertified teachers. Certification does make a difference, but it is just one piece of the much larger puzzle of teacher quality. As the result, teacher certification enhances effectiveness so long as teachers are assigned to teach in their field of preparation (James, Pamela, Jennifer, 2004:14). For certification to be considered as a quality indicator, teachers should be assigned to teach in their field of study (Wayne & Youngs, 2003).
5. *Teaching Experience*. The relationship between teaching experience and teacher effectiveness is not always linear and tends to plateau before declining (Darling-Hammond, 2000; Sanders, 2001). Experience does make a difference in teacher effectiveness, as it offers teachers the opportunity to grow professionally by learning from practice. This growth is a part of the learning curve that novice teachers experience as they begin their transformation into competent teachers. Consequently, students of experienced teachers tend to have higher levels of achievement (Fetler, 1999; Glass, 2002; Wenglinsky, 2000).

For teachers who are in collegial settings, experience tends to help those teachers improve throughout their careers (Darling-Hammond, 2000). The key benefits of experience are that the teacher has time to develop an increased depth of understanding about the content and how to teach it to students (Covino & Iwanicki, 1996); learn and use various strategies to meet students' needs (Durall, 1995; Glass, 2001); learn how to maximize his or her usage of instructional materials, management of the classroom, and working relationships with others (Reynolds, 1992); and incorporate reflective practice (Allen & Casbergue, 2000).

Muijs and Reynolds (2005) conclude that effective teachers should have a positive attitudes, develop a pleasant social/psychological climate in the classroom, have high expectations of what pupils can achieve, communicate lesson clarity, practice effective time management, employ strong lesson structuring, use a variety of teaching methods, use and incorporate pupil ideas, and use appropriate and varied questioning. However, they remind us that effective teaching methods are context specific. What is needed for a teacher to be effective can vary depending upon factors such as:

- a. The type of activity in the lesson;
- b. The subject matter;
- c. The pupil backgrounds (such as age, ability, gender, socio-economic status and ethnicity);
- d. The pupils' personal characteristics (such as personality, learning style, motivation and self-esteem); and

- e. The culture/organization of the department or school.

In the book of James *et. al.* (2004) explained that teaching is a vocation for which some people have natural talents while others may have the inclination but need to develop some of the necessary skills, and others simply may not be suited to the demands of the role. We do know that the most effective teachers are passionate about their chosen profession. They also define that some teachers may be effective with a particular group of students and not with others.

E. Characteristic of Effective Teacher

James *et. al.* (2004: 30-31) also explain about six key indicators that associated with the quality of teacher as a person that cannot only modeled but should build the awareness first and followed by modeling and feedback. It is the first step in developing process. The indicators are caring, fairness and respect, attitude toward the teaching profession, social interactions with students, promotion of enthusiasm and motivation for learning, and reflective practice.

1. Role of Caring

The impact of teachers on student learning is increased when students are taught by well-prepared professionals who combine their knowledge of the content and instruction with a deep sense of caring about their students. Effective teachers are not only caring (Johnson, 1997; Thomas & Montgomery, 1998), but also culturally competent and attuned to their students' interests and needs both in and out of school (Cruickshank & Haefele, 2001). This valuing of the student as an individual is important in establishing and sustaining relationships.

Teachers who show that they care about students enhance the learning process and serve as role models to students (Collinson et al., 1999).

Caring is expressed in many ways, including the following:

- a) Listening,
- b) Expressing feelings,
- c) Knowing students on a personal level,
- d) Demonstrating patience, honesty, trust, humility, hope, and courage,
- e) Accommodating students' needs,
- f) Using a considerate tone of voice and manner,
- g) Paying attention to each student,
- h) Showing receptive body language, and
- i) Valuing students' input in problem solving (Collinson et al.; Deiro, 2003; Ford & Trotman, 2001; Thomas & Montgomery, 1998).

Caring teachers create relationships where respect and learning are fostered so students feel safe taking risks that are associated with learning (Collinson et al., 1999). Caring is an important attribute of effective teachers, and students must be able to hear, see, and feel that caring in their daily contact with teachers.

2. Fairness and Respect

Fairness and respect are two attributes that require ongoing effort to maintain. Situations constantly arise with students, colleagues, and others that test a teacher's commitment to these ideals. Often, fairness and respect are embodied in class rules, thus demonstrating the importance of these

concepts. Every action taken by a teacher in the classroom, especially involving discipline can be perceived as fair or unfair. Perception is very powerful in determining fairness and respect, as each individual has his or her own internal definition of what constitutes such values. Respect is a cornerstone of a classroom's foundation. Effective teachers demonstrate respect in a variety of ways, from their treatment of students to how they work with students' families. Equitable treatment of students, regardless of race, gender, and other differences, is vital (Peart & Campbell, 1999). Respectful teachers know their students by name early in the school year, value individual talents and abilities, are aware of students' moods, and respond to changes they observe (Burden & Byrd, 1994). Effective teachers also recognize that families are partners in students' education. In fact, effective teachers have been found to correspond more frequently with parents (Taylor, Pearson, Clark, & Walpole, 1999) using a variety of means, including telephone calls, notes, letters, home visits, e-mails, and school events (Collinson et al., 1999; Swap, 1993). By involving the students and their families, effective teachers are respecting the children's first teachers, their families, and engaging them as partners in the students' ongoing journey through school.

3. Attitude toward the teaching profession

Teaching is a demanding profession, and yet effective teachers exude a sense of pride and accomplishment in their work. All teachers contribute to the profession through their words and actions. Those

teachers and administrators who model high expectations for themselves tend to get the same from their students (Cawelti, 1999). Educators are constantly observed, not only in school, but also in the community, and what they say about the profession influences those who hear it. How teachers act affects people's impressions of teachers even more. Teachers' attitudes about the profession most directly affect the school climate. Some teachers are collegial in their demeanor, while others are disengaged (Woolfolk-Hoy & Hoy, 2003). Teachers who are collegial serve their school through participation on committees, acting as mentors, supervising student teachers, supporting other teachers, and assuming leadership roles. When teachers interact with one another, they build a sense of community through the interactions. Effective teachers are realistic about the demands of their teaching assignments, but are dedicated to making a difference in the lives of students.

4. Social interactions with students

Social interactions between teachers and students play a significant role in cultivating a positive learning environment, both within the classroom and in the school as a whole. These interactions are a natural outgrowth of caring by the teacher and are based on a genuine interest in students and a concern for their welfare (Ford & Trotman, 2001; Noddings, 1992; Peart & Campbell, 1999). Positive social interactions are fostered through meaningful dialogue, common areas of interest, and shared experiences that can take place during class, at lunch, or during

extracurricular activities. Strong teacher-student relationships also reduce discipline problems (Wolk, 2002). The personal connection that they make with students assists in creating a trusting and respectful relationship that becomes a building block for pushing students to new heights.

5. Promotion of enthusiasm and motivation for learning

Teachers fulfill multiple roles in their classrooms. They provide support to students in a variety of ways that result in increased student achievement and confidence (NWREL, 2001). Effective teachers are most like coaches in that it is their responsibility to see that students are successful in learning (Corbett, Wilson, & Williams, 2002; Ford & Trotman, 2001). Effective educators use their own enthusiasm for the subject as a tool to reach and motivate students. They are enthusiastic about the content they are teaching and they convey this feeling to their students through the activities they select, the energy they project, and their competence in the subject area. Effective teachers recognize that motivation is critical to fostering and enhancing learning in students (NWREL, 2001). Their goal is not simply to present the material, but to see students succeed in acquiring new knowledge. In order to do this, effective teachers use a variety of strategies such as student goal setting choice in assignments, cooperative learning, self-paced instruction, and self assessment (Fisher, 2003).

6. Reflective Practice

“Reflection is the ‘supervisor’ that encourages teachers to continue what worked and correct what isn’t working” (Harris, 2003, p. 39). It is an internal monitoring system that teachers use to process the multitude of external stimuli they experience on a daily basis. Reflection is about learning from experience. Many educators are introduced to reflection during their pre-service teaching program, but reflection is not limited to novices in the profession. Teachers must know themselves and their goals to reflect upon their progress toward meeting them. Reflection can also be used to create an alignment between what teachers believe and how they behave (Corcoran & Leahy, 2003). Reflection may be driven by questions, research, and new experiences, observations made on lesson plans, journals, and discussion with colleagues. Reflection is a very personal and introspective analysis of their professional lives, and is an essential practice for good teachers.

F. Review of Related Study

Previous study is useful as a reference for the researchers in their research. It used to show the difference between the previous researches with the current research in order to avoid being a claim. The researcher found some related study about effective teachers in developing classroom management in English classes, some are:

Based on study of Ababneh’ (2012), in his study he investigated to what extent EFL staff at Al-Balqa’a Applied University implement appropriate

classroom management elements from the perspective of their students'. Then, 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.

The researcher of this study also recommended that the stakeholders in educational institutions and universities should consider assessing to what extent is effective classroom management components are implemented since assessment plays a vital role in developing the basic skills for students who are the core stone in the teaching process. Teacher should accept their opinions assessment in order to improve their performance and avoid the negative points if there were any. As Ingwalson & Thompson, (2007) stated that all efforts to improve education must focus on the single most important component: the classroom teacher since he/she plays the most important role in the whole process of teaching.

According to Urusa Ansari (2013) on his journal, he said that education and training of the upcoming generation to cope up with the change has become a challenge for the educators as well as the parents. Educators and teachers are keeping themselves abreast with the advancement, expansion and growth. Teachers' competence and educational standards are being promoted to highest

degree. Text book reading and lecture based teaching is becoming obsolete and is being replaced by practical problem solving and critical thinking involved activities. Computer and internet are the main sources of knowledge collection and dissemination. New subjects are being added to the curriculum.

Improvement of effective oral and written communication skills is given extra attention. Teacher centered and subject centered classrooms are now converted into student centered and result oriented ones. Concept teaching is overcome by cooperative learning and classroom discussions. Teachers are proactive rather than reactive. They give professional training to the children in order to prepare them for social life.

Then, in the another study of Mehrak Rahimi and Fatemeh Hosseini Karkami (2015), this study investigated the role of EFL teachers' classroom discipline strategies in their teaching effectiveness and their students' motivation and achievement in learning English as a foreign language. They conclude that the results showed that EFL teachers reward and praise students for good behavior and they are not very authoritarian. Further, teaching effectiveness, motivation and achievement in learning English were all found to be related to discipline strategies. The results of path analysis showed that those teachers who used involvement and recognition strategies more frequently were perceived to be more effective teachers; however, students perceived teachers who used punitive strategies as being less effective in their teaching. It was also revealed that in classes where teachers managed disruptive behaviors by using punitive strategies, students had problems in learning as punitive strategies lowered students'

motivation. Teaching effectiveness was found to mediate the effect of punishment on motivation while motivation mediated the effect of punitive strategies on achievement. Motivation was found to have the strongest effect on achievement.

In the other research was done by Hanke Korpershoek, Truus Harms, Hester de Boer, Mechteld van Kuijk, and Simone Doolaard (2014). This research discussed about the effects of various CMS and classroom management programs (hereafter called “CMP”) aimed at improving students’ behavior and enhancing their academic performance in primary education. At the end of the research, the researchers conclude that interventions focused on the social-emotional development of the students were somewhat more effective than interventions without this component. In particular, the social emotional outcomes benefitted from this component. Furthermore, the programs that were most effective in enhancing students’ academic performance were those that had a strong focus on improving the teachers’ classroom management skills.

The focus of previous studies was on teacher’s discipline and classroom management strategies; meanwhile the focus of present study was on developing classroom management especially on how the teacher deliver the content knowledge clearly. In addition, the subject that was observed in this present study was teachers of Senior High School in Trenggalek, meanwhile the subject in previous study was college student, 21th century teachers in Pakistan, and students in educational places. The method to collect data in this study, the researcher employed observation and interview, meanwhile in previous study employed distributing questionnaire.