

**AN ANALYSIS OF FIRST GRADE ENGLISH TEACHER'S
CLASSROOM MANAGEMENT AT SMA INSHAFUDDIN
BANDA ACEH**

A Thesis

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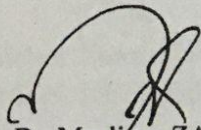
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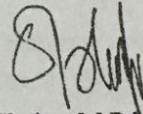
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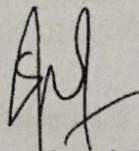


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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the terminology of terms. The explanation of each part is presented below.

1.1 Background of Study

People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well, they also need to have the ability in managing the classroom. The ability in managing the classroom is one of the most important skill that the teachers should have in teaching and learning process. It is because the most important role of teachers among the other roles is as a manager (Marzano, 2003:23). Therefore, a teacher should be able to manage classes well and provides conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively.

The way the teacher manages the classroom influences the teaching learning process. According to Creay (2013:5), to obtain a classroom environment that is conducive to students' success and learning, the teacher must maintain a good methods and strategies. The teacher should manage the class well to make the students follow the instructional tasks and not misbehave. A successful teacher is the one who manage of the classroom environment effectively. They create a positive

learning community where students are actively involved in their own learning and the management of the classroom.

In accordance, it could be seen how important classroom management in the success of the learning objectives and the basic skills of a teachers in improving students learning activities. Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teachers assume that a large class is one of main obstacles to implement the effective learning. They feel that many of the difficulties and problem arise when teaching in large classes. Problems that arise could be either physical or psychological. Hayes, (2007:14) stated that many teachers who teach in large classes felt that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it makes teachers and students difficult to interact because of the limited space to move.

Moreover, Muna (2005:25) stated that many English teachers who teach in large classes feel pessimistic that they could achieve the goal of learning well. The students often feel uncomfortable in class so that they can not concentrate in following lessons that result in a declining students achievement because of the conditions and less conducive situation of the class. The conditions for large classes makes teachers and students difficult to interract in the learning process. Because of the limited space to move makes difficult for teachers to contact with all students and only students who sit in the front that often get attention from teachers..

Many researchers have been conducting the English teacher's classroom management analysis. Those researches are believed can support the current research

which is conducted by the researcher. The first research comes from Indri in 2017. The result shows that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. However, the problem faced by English teacher was habit of the students and class discipline. To solve the problem, the teacher gave a punishment and a treatment.

Next, a study by Sri Marmoah and Denny Denmar in 2017. Resulted the English teacher did the elements related to the classroom management like teacher created and maintained the students activities in the class so the teaching efficiently and the purpose of the study can be achieved. In addition, based on the questionnaire result, most students in the second grade students enjoy participating the teacher's activity in teaching and learning process in the classroom.

Furthermore, a study comes from Meria Santy in 2017. The result shows that there are some strategies that used by teacher to manage large class. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes: preparing lesson plans, making well established routine in classroom and giving intruction for make students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes: making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication that includes one sub-theme: bilingual strategy.

The last research is comes from Ritu Chandra in 2015. The result shows that Some of the teachers keep complaining about the class which they teach. The problem is normally related to student's behaviour and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class.

Based on the researcher's observation while conducted Teaching and Learning Practice Program (PPL) at the first grade students of SMA Negeri Inshafuddin, the researcher found that the English teacher at the first grade students in this school manages the classroom and play her role well eventhough sometimes she has a problem to manage the students in the class. Furthermore, the way the teacher's managing the class influencing the students' achievement in learning English subject. In addition, the researcher also observed the students atmosphere related to the classroom management, and the researcher also saw the teaching and learning process conducted to the classroom management. Based on the description above, the researcher was interested in conducting a research about classroom management in teaching English at SMA Inshafuddin.

Based on the explanation above, the researcher was interested with the English teacher's classroom management in teaching English. Furthermore, the researcher also wants to know the classroom management applied by the English teacher to make the English teaching learning process easy and fun to learn. Therefore, the researcher will conduct the research entitled **“An Analysis of First Grade English Teacher's Classroom Management (A Descriptive Study of X IPS Class at SMA Inshafuddin Banda Aceh)”**.

1.2 Research Question

The reserach questions of the study are as follows:

1. How is the English teacher's classroom management of X IPS class at SMA Inshafuddin?
2. What are the problems faced by the English Teacher's of X IPS class in managing the class?

1.3 Research Objective

In accordance with those problems above, the aims of this research is as follows :

1. To know the English teacher's classroom management of X IPS class at SMA Inshafuddin
2. To know the problems faced by the English Teacher's of X IPS class in managing the class.

1.4 Research Significance

Theoretical Significance:

1. This research is expected to give a positive contribution for the development of the teachers' classroom managment especially for the English teachers

Practical Significance:

1. Significance for the teacher

The teacher may understand the phenomenon systematically in education, provide clues about which should be implemented in

educating and as an opportunity to make corrections to themselves in implementing the teaching and learning process in the classroom.

2. Significance for the next researchers

This research was expected to be a reference for the next researchers who are interested in classroom management field and all problems related to classroom management faced by teachers and students may refer to this research. Therefore, they will pay more attention to their students' quality in teaching as the next teachers.

1.5 Definition of Key Term

In order to know the term used in this research, the researcher defines those terms as follows:

1.6.1 Teacher

Teachers are people who play an important role in educational field. In the Great Dictionary of Indonesian, teachers understood as a person who works in university teaching school, building a place of learning, colleges, high schools and universities. In addition, teacher is one of the professions that are certified by the government that is owned by someone whose main job which is to teach, besides educating, guiding, directing, train, assess and evaluate students.

1.6.2 Classroom Management

According to Hammond (2005:330-332), in achieving the instructional purposes, teachers must have a good classroom management. The sense of classroom management is the actions taken by the teacher in creating and maintaining a conducive learning environment for students and teachers.

1.6.3 Teaching English

Teaching English is not an easy way because English is not students' mother tongue. However, Teaching English to the students is very important since teaching English aims to develop students' active thinking and practice, students' disposition and attitudes, and cross-cultural awareness.

