

# CHAPTER 1

## INTRODUCTION

### 1.1 Background Of The Study

English is one of the most widely spoken languages in the world and is the official language in many countries. It has become a global language, used as a means of communication between people of different nationalities, cultures, and backgrounds. The importance of English lies in ability to connect people and provide a common means of communication. When now speak about English many people explain about it. In today's world, where globalization is becoming increasingly important, proficiency in English is becoming essential for many careers and industries. In Indonesia, English emerges as the first foreign language. As Dardjowidjo (2003, p. 57) (Christina, 2003) said, English in Indonesia "has never been considered an official language coexisting with the national language," and English is "the first foreign language." This in line with Rini (2014, p. 27) who stated that a lot of people speak English in Indonesia, but English stays as a foreign language.

Throughout Indonesia, in a formal school, English is taught as a foreign language. It is applied in both junior and senior high schools as a compulsory subject. English is taught in those schools in the teaching-learning process which encompasses the four English skills, i.e. listening, speaking, reading and writing. From all teaching and learning procedures, including the English teaching and learning process, classroom management is needed (Reski and Aswad 2018). Management of the English classroom is a form or support for the efficient and effective activity of the English teaching and learning process. A good classroom management surely will affect the student achievements in understanding the lesson. Brown (2001:192) points out that one of the key steps in an effective teaching and learning system is the management of classrooms, which involves an array of factors ranging from the physical organization of the teacher in the classroom to the production of energy in the classroom.

It is the language of international business, science, technology, and diplomacy, making it necessary for people to have a good command of the language to succeed in these fields. We can see how important it is for English by; Bryson (2009) states that more than 300 million people in the world speak English and the rest, seem to be trying it. Language was what made it easier for us to build relationship with many people around the world. Someone could start business just from the language itself that had related to the communication.

Moreover, English is the language of internet, and a vast majority of online content is in English. Therefore, having a good command of the language allows people to access a vast amount of information and connect with people worldwide. Furthermore, learning English opens up a wide range of opportunities for travel, education, and cultural exchange. It enables people to communicate with people from different countries and cultures, making it an essential tool for building relationship and fostering understanding between different communities. According to Bull and Ma (2001), technology provides offers unlimited resources to language learners. Harmer (2007) and Genc Iter (2015) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Clements and Sarama (2003) declare that the use of suitable technological materials can be useful for learners. According to Harmer (2007), using computer-based language activities improve cooperative learning in learners.

To prepare the next generation for the globalization era, English is taught at several levels of education in Indonesia, including elementary school, junior high school, and senior high school. Added from Crystal (1997, p.67), worldwide use of English is common. As a universal language, English is used in many aspect of modern life and technology, including smartphones, computers, social media or networks, electronic devices, transportation, banking, and even many labels for common substance or materials like chemicals, medication, cosmetics, foods, and beverages, among others. So, the research can conclude that, English is an essential language in today's world,

and its importance cannot be overstand. Proficiency in English is necessary for success in many fields and opens up a world of opportunities for personal and professional growth.

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching and learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher ia as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge.

Teaching English can be rewarding and challenging profession that requires a strong command of the English language and effective communication skills. There are many different approaches and techniques for teaching English, depending on the level of the students and their goals. one of the most important aspect of teaching English is understanding the language itself, including its grammar, vocabulary, pronunciation, and usage. A teacher must be able to explain these concepts clearly and effectively to their students, while also modelling correct usage and providing opportunities for practice. Effective English teaching involves creating engaging lesson plans, developing strong relationship with students, and providing ongoing feedback and support. You may use a variety of teaching strategies and resources, including textbiiks, multimedia materials, and language sofwere. Overall, teaching English is a rewarding and fulfilling career that requires a combination of language skills, communication abilities, patience, flexibility, and passion.

Classroom Management is the process of creating and maintaining a productive learning environment within a classroom. Effective classroom management involves establishing a positive and respectful classroom culture, setting clear expectations for behaviour, and using appropriate teaching strategies to engage students and minimize disruptions. Classroom management is very importance also considered by Indonesia government, in which the classroom management has been confirmed by the minister of education in the MoNE Decree (2013 no. 65) some indicators from classroom

managements such as teachers must adjust the volume and two of their voice; teacher must diliver polite word, staightforword and easily understood by students.

Classroom management influences the process of teaching-learning, including classroom English (Pandang, Hajati, and Aswad 2019). Nunan (2000: 189) says that the management of the classroom plays an important role in the teaching and learning process. In addition, Nunan (1990: 10) states that classroom management refers to the actions, activity and communication of the student during the course of the lesson, which is coordinated and monitored by the instructor in order to allow the teaching to take place as effectively as possible. Burden and Byrd (1999: 162) state that classroom management refers to actions and strategies used by teachers to maintain order in classrooms. Furthermore, Burden and Byrd (1999: 163) state that classroom management focuses on the establishment and maintenance of a workable system for classroom groups rather than on ways of detecting and punishing misbehavior, resolving behavioral disorders, or capturing the attention of individual students.

The teacher creates peace, discipline, comfort, and security in managing the learning process, the teacher provides reinforcement and feedback on responses and returns on students assignments during the process learning takes place, the teacher adjusts the pace of subject metter and abilities students study, at the beginning of each semester, the teacher explains to students, the syllabus of the subjects, teachers begin and end the learning process according to the tome schedules. This decree is also in line with Gebhard (2009,p.20) stated that classroom management is needed to creat good atmosphere so the students can make progress in learning English. And also O'Neill at al. (2012, p. 28) reported the teacher students felt better prepared after the complication of classroom management.

In general, classroom management refres to how a teacher regulates and controls students movements, behaviour, and interactions during lessons (Habibi et al., 2018). The teachers task in the classroom is to create the conditions in which effective learning can occur (Khan, 2011). To make

learning effective, a teacher must have the skills to manage the class. that can be done through positive attitudes, intentions, teacher personality, and good relationships between teachers and students. (Bugis, et all. 2018). It also requires certain organizational skills such as task organization, learning organization, and engineering.

Pramita (2013) states that when the teachers do not have sufficient knowledge about classroom management, they cannot easily maintain their class and provide a good model for their learning. She also added that if classromms are not appropriately managed, learning ineffectiveness will be a loss for teacher achievement. Classroom management includes grouping and seating, organizing activities, time management, teacher control, good start and end of lessons, maintaining discipline, using appropriate tools and techniques, providing instruction, and monitoring (Aliakbari & Heidarzadi, 2015; Brown, 2007; Richards, 2015). So the researcher conclusion that classroom management is very impotant for study in the class, classroom management also can make class more active, so teachers must have skill for management in the class.

Implementation classroom management and strategies, the effective classroom management is essential for creating a positive learning environment and ensuring that students are engaged, motivated, and able to learn to their full potential. Controlling a class can be a challenging task. Each student has a unique attitude and behaviour, and one cannot be dealt with in the same way as the others. An inattentive, chaotic, and undisciplined classroom is the worst nightmare for any teacher. As such, apart from teaching the required lessons, teachers must also adopt strategies that can keep everyone's attention on the lesson and enable them to comprehend what is being taught. Classroom management that used by the teacher can influence students' paradigm regarding to the importance of English. English teacher are challenged to able to manage the classroom, including creating and maintaining of the optimal learning conditions (Aswad et al.2019).

Because classroom management is an important feature of curriculum, research on the implementation of classroom management has attracted many scholars to conduct research in that area (Clunies-Ross et al., 2008; Kennedy & Thomas, 2012; Oliver & Reschly, 2010). Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and socialemotional learning (Evertson & Weinstein, 2006; Oliver & Reschly, 2010). The inclusion of classroom management within the roles required of teachers has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. CluniesRoss et al. (2008) and Kennedy and Thomas (2012) have written that teachers should be seen as communities whose opinions, arguments, suggestions, and conclusions must be considered. Teachers therefore play important roles in determining the success of students and classrooms. For teachers to create effective and efficient teaching-learning appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (McIntosh et al., 2006).

The positive outputs from a well-managed classroom facilitate the teaching learning process and foster participation in class activities while an unprepared and unmanaged classroom can have negative effects on students' learning and participation in activities which will increase classroom management problems (Kayikci, 2009; Matus, 1999; Sasidher, 2012). Problems will appear due to failure to manage the resources of the classrooms, especially with large class sizes, in such matters as time management, socio-cultural differences, lack of student motivation, teachers' enthusiasm and personal factors such as family problems, home factors, feelings of inadequacy, and financial factors (Gower & Walters, 1988; Matus, 1999; Mckinney et al., 1983; McPhillimy, 1996; Prodromou, 1992; Sasidher, 2012). In conclusion, classroom management (CM) problems emerge due to failure to manage the related resources.

According to Brown (2001:113) strategies are specific method of approaching a problem to task, modes of operation for achieving a particular, planned design for controlling and manipulating certain information. So for

management the class teachers need strategy to conduct the teaching and learning process successfully. The strategy is very decisive because it is the way of the teachers to conduct an activity in order to reach the objectives of the learning process. The teaching strategy will help the teacher to get the goal of the teaching and learning process effectively. (McCreary, 2011) stated the classroom management strategy is defined as the method and strategy that educators use to maintain a conducive classroom environment for student's successfully learning.

Based on the observation in the MTs Al-Yakin Pungpungan, at 15 february 2023 , the research regarding to classroom teaching management the condition in the class, lack of interest in learning English, this is another common problem with children face when learning English. So because that many students feel sleepy. And some students said that English is difficult, learning English is very monotonous. In generally, students not like learning English because English is boring lesson. And the researcher observe that school, there are student not respect when the teacher explain. Maybe, because of the lack of the teaching strategy so, that students do not respond to their teachers.and the lack of material also can give effect tudent to lazy listen. The result of observation, according one of the teacher who has been teaching English, she has had various experience related to teaching English with students who have different backgrounds, both in terms of economics, social, and the culture.

According to her, this also has a big influence on types of obctacles that arise. But in outline, she sees these obstacles as follows:

The lack of students motivation is believed by her to be one of the main problems of learning English. Furthermore, she explained that motivation can come from outside, such as association with friends, family conditions and the environment where they live is less supportive in that direction.

There have been various studies done in relation to the management EFL classroom. In similar vein, syarifah did the study on classroom management techniques in an English Foreign Language (EFL) class.

The goal of the research was to identify the management techniques used by teachers in EFL classrooms. The fact that organizing a classroom is not easy

process to undertake, and most teachers believe it to be challenging because they must deal with the student conduct, manage the time, and organize the class. One EFL class and an English teacher participated in the study, which used a qualitative research approach. The study's findings are advised. That teachers need to be more aware in managing the classroom and they may use strategies to manage the class.

By Eveyik-Aydn, Evrim, Kurt, Gokce, Made, and Enisa (Cevallos & Soto, 2020) on classroom management (2009, pp. 612-617). The study objectives were to research the relationship between teaching styles and beliefs, as well as how a Turkish EFL teachers' ideas about classroom management related to her actual teaching methods. The assembly of the participating teachers' general ideas about classroom management were interactionist orientations on instructional and people management, while having interventionist ideas on behavior management, according to the calculations made based on her scores on each dimension of instruction, people, and behavior management. Her opinions on the value of the learning environment in a classroom for effective instruction were reinforced by the observation, which revealed that the participating instructor was kind and friendly with her students in an effort to foster a laid-back and non-threatening learning atmosphere to encourage participations.

Research gap from Farikhah about strategies management the class for identify strategy management the class used by teacher. Next from Eveyik is for the research relationship between teaching.

## 1.2 Research the Question

1. How do EFL Teachers do classroom management during teaching and learning process?
2. What strategies are applied by EFL Teachers in teaching and learning in the class?
3. What are the challenges and obstacles faced by EFL Teacher to managing the classroom?



### 1.3 Purpose Of The Research

1. To analyze how English Foreign Language (EFL) Teachers manage the class
2. To analyze strategies applied by English Foreign Language (EFL) teacher
3. To Find out kinds challenge and obstacles faced by English Foreign Language (EFL) teacher.

### 1.4 Focus of the research

Based on the background of the study above, this research will explore what teachers actually experience in managing classrooms. Study look at the essentials aspect from the participants observes related to the classroom management that reveals in the SMPN 1 Schools. Thus, the focus of the research is to gather information related to; The teacher conduct classroom management at seventh grade of SMPN 1 Kalitidu. The teacher strategies use at seventh grade of SMPN 1 Kalitidu, then the obstacles faced by the EFL teacher in managing classroom, and the EFL teacher overcome the obstacles in EFL classroom management.

### 1.5 Significance Of The Research

In this part, the researcher going to discuss about the benefit of this study which are categorized as follows:

#### a. Theoretically

This research id expected to provide additional knowledge about the study of EFL Teacher strategies applied in managing English class.

#### b. Practically

##### 1. For Students'

The researcher hopes that this research can gives contributions to the students of seventh grade of SMPN 1 Kalitidu. by having freshness in the class on using management strategies in the class. Students are more study active and enjoy in the class learning process. This conditions leads the students to get a maximum.

##### 2. For the English teachers

The result of this research is expected to provide them with an alternative technique to teach. It is also expected to motivate the teachers to be more creative so, the students will be more enthusiastic in learning English in the class.

3. For the researcher

result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for managing the English class. the researcher as future teacher will apply this, and if necessary a make revision so can be applied better.

### **1.6 The Definition Of Key Terms**

The researcher writes down some definitions of key terms in order to help the reader to understand this study easily and to make them having the equal commentation as the researcher.

1. EFL Teacher

EFL Teacher or English Foreign Language teacher is a teacher who teaches English subjects as an additional language in a non-English speaking country.

2. Strategies

Strategy refers to a long-term plan of action designed to achieve a specific goal or set of objectives.

3. Classroom Management

Classroom management refers to the process of creating and maintaining a positive and productive learning environment in a classroom.