

Chapter I

Introduction

This introductory chapter depicts an overview of present study. This chapter encompasses several segments, which are: research background, research questions, purpose of the study, significance of the study, scope of the study, clarification of terms, and organization of thesis paper.

1.1 Research Background

Since the year of 2013, the curriculum of Indonesian school system was changed from *Kurikulum Tingkat Satuan Pendidikan/KTSP* (education unit level of curriculum) to curriculum of 2013. According to *Kementrian Pendidikan dan Kebudayaan, Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan* (2013c), there are several elements that were changed. The changed elements are graduate standard of competence (*standar kompetensi lulusan/SKL*), standard of content (*standar isi*), standard of process (*standar proses*), and standard of assessment (*standar penilaian*).

The alteration of the curriculum, according to Retnaningsih (2012), necessarily has to encompass many aspects, for instance, teachers' capability, new textbook, and teaching and learning procedure. Shoulders and Krei (2015, p. 57) state that "changes in curriculum and other contextual influences could have contributed to a decline in the sense of efficacy even among experienced teachers." These statements from Retnaningsih, and Shoulder and krei show that the changes of curriculum may affect the instructional process and decline the teacher's effectiveness in teaching and learning activities.

Moreover, Alawiyah (2014) believes that there are several reasons, which can obstruct the teacher. Those obstructions may occur because not all of the teachers have the competence to adapt the new curriculum (Alawiyah, 2014). Based on the new curriculum, the teachers need to be actively take part on the

teaching and learning process as motivator and facilitator, so that the students will be the center of the process. Furthermore, as stated by Alawiyah (2014), the teachers are required to have an ability to lead the students to think actively, productively, creatively, and critically. Additionally, the teachers' readiness is required with the intention of implementing the new curriculum in a relatively short time, while the teaching and learning instrument is still not appropriately prepared for the process (Alawiyah, 2014).

This alteration of the curriculum also has an impact on the changes of the teaching and learning activities, including teacher's instruction in the classroom. The teacher's instruction, particularly English subject in class X, has several changes, for instance, the alteration of instructional session quantity. On the KTSP, English subject was taught for four hours session per week, which means four times 45 minutes each week, whereas on the curriculum of 2013, the allocated time for English subject is a two-hour session per week for compulsory English subject, which means two times 45 minutes (Kementrian Pendidikan dan Kebudayaan, Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2013c).

Regarding to the above explanation, Muniroh (2014) believes that the limited time of the English language subject in high school, in this case due to the reduction of allocated time on English subjects for compulsory classes, may decrease the quantity and quality of the subject material. Further, she believes that if this situation occurs, it is concerned that it would affect to the declining of students' English skills of high school graduate (Muniroh, 2014, p. 2).

Furthermore, besides the changes of curriculum, organizing a well-managed classroom, in this case the English classroom in high school, into an effective instructional process is not easy. A well-managed classroom establishes an effective teaching and learning environment (LePage, et al., 2005; Marzano, Marzano, & Pickering, 2003; Yi, 2001) which leads to the situation where students' development is enhanced (Gebhard, 2009). It also prevents students from doing disruptive behavior, because they will spend more time on tasks (Slavin, 2009).

In line with the assertions aforementioned, Wong (2004) states that a well-managed classroom allows the students to know and understand what kind of activities they should do during the teaching and learning process in the classroom. Therefore, as described before, a proper classroom management is highly required in the process of teaching and learning at school.

On the other hand, a less managed classroom may decrease the effectiveness of the teaching and learning activities in the classroom. For instance, a physical classroom arrangement (McLeod, Fisher, & Hoover, 2003) that does not facilitate the teachers' and students' activities in teaching and learning situation can hinder the teachers' and students' movement within the classroom. Moreover, teachers' lack of preparation for teaching such as lesson plans (Brown, 2001; Davies, 1981) and instructional media can derail the occurrence of the activities and lessen the teachers' instructional time in teaching and learning process. In addition, the inconsistency in disciplining the students (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005) can induce the students to show a misbehavior trait. Therefore, a less managed classroom inhibits the coordination of teaching and learning activities in the classroom. This situation requires teachers to promote good environment for effective teaching and learning activities.

With the purpose of promoting good environment within the classroom to create a suitable place for learning and improving students' achievement, the teachers should have appropriate comprehension of how to manage the classroom. Due to the fact that a not well-managed classroom may reduce the teaching and learning and affect the students' achievement, the teachers should create a proper teaching and learning environment by managing the classroom appropriately, as perceived by Sanders and Horn as cited in Marzano (2003, p. 2). It is in line with Yi (2001) who states that teachers need a well-controlled classroom so that they can convey their instructions to the student properly with the intention of delivering the materials in foreign language teaching.

In the teaching and learning process, the term classroom management consists of several elements. According to Marzano and Marzano (2003) and

Lawrence (2013), there are four elements of classroom management, such as: classroom design, which is related to organization of classroom environment; time management associated with a set of schedule and lesson plan; instructional strategies, which involve teaching phase and classroom activities; and students' behavior management, which is related to students' discipline.

One of the aforementioned classroom management elements that affect students' learning achievement is teachers' instructional time management. Richards (2005) states that there is a range of studies, which have acknowledged constructive effects of the teachers' instruction on students' achievement. McLeod, Fisher, & Hoover (2003) also believe that teachers should utilize their daily instructional time effectively in order to give a better chance for students in gaining academic success.

Some previous studies, which describe that instructional time management can affect student's academic success or student achievement, have been done by some researchers. For instance, Fisher (2009, p. 168) states that "time spent engaged in learning is a significant predictor of academic achievement". This signifies that the time used in the classroom for teaching and learning activities could predict students' learning outcome. Moreover, he also asserts that "what the teacher does with the allocated instructional minutes is critical" (Fisher, 2009, p. 169). It means that the time which is allocated for teacher's instructional phase in the classroom is important to support the teaching and learning activities.

Benavot and Gad, who conducted research regarding the instructional time in developing countries, agreed if the instructional time in the classroom can affect students' success in academic. This assertion is supported by Fuller and Clarke (1994) in Benavot and Gad (2004), who claim that "instructional time is one of major areas ... in which consistent achievement effects obtained" (Benavot & Gad, 2004, p. 294). Another study by Armitage et al., as cited in Benavot and Gad (2004), verify the importance of instructional time. He confirms that "Instructional time significantly affects pupil performance."

In the finding of his study, Lavy (2009, p. 25) claims that “instructional time has a positive and significant effect on the test score”. In line with this, Mandel and Süßmuth (2011) find that “instructional time by subject ... is a highly robust determinant of student cognitive achievement”.

Nevertheless, managing instructional time in the classroom is not an easy thing, particularly in EFL classrooms in high schools. Teachers have to make good operational planning to control daily activities efficiently and teach the students orderly and suitable with the plans which have been made to ensure that there would be a least amount of instructional time is lost (McLeod, Fisher, & Hoover, 2003). Hence, it is clear that with the intention of making the teaching and learning process run well, the teacher who has important roles in the classroom should have sufficient knowledge of appropriate classroom instructional time management skill.

Although the teachers’ instructional time management as described above is important in the teaching and learning processes, there are still limited number of studies conducted on the teacher’s instructional time management, primarily in Indonesia. Moreover, several prior researches as mentioned above mostly show the effects of the well-managed classroom towards students’ achievement in general.

Therefore, in order to get a bigger picture regarding the classroom management, especially on the teacher’s instructional time management, it is necessary to make more research of the teacher’s instructional time management, particularly in English classrooms in high schools. The present study was conducted to focus on the teacher’s instructional time management in English classroom in high school.

The current study explores two points. Firstly, it investigates the teacher’s instructional time management in a public high school, particularly in English classroom of tenth grader. Secondly, it identifies the challenges faced by the English teacher in managing instructional time in high school classroom, especially in tenth grade.

1.2 Research Question

This study is a case study which attempts to investigate teacher's instructional time management in EFL classrooms in high school. Corresponding to the purpose of the study, the following research questions are formulated:

1. How does the teacher manage the instructional time in the English classrooms?
2. What are the challenges of the teacher in managing instructional time of English classrooms in high school?

1.3 Purpose of the study

This study aims to discover how the teacher manages the instructional time in the English classroom and to investigate the challenges of the teacher in managing English classrooms in high school. This study was conducted in one of public high schools in Bandung.

1.4 Significance of the Study

In the terms of practice of English language teaching, the current study apparently significant, especially in Indonesia. It is due to the limited studies that were proven after the researcher reviewed one of Indonesian journals, which is considered as a qualified journal, in addition to other journals.

Therefore, hopefully the research findings would give positive impact on the teaching and learning process and to the development of the school, as follows:

1. presents useful information base for educators in managing instructional time for tenth grade English classroom,
2. provides portrayals of how to manage teachers' instructional time in EFL classrooms, gives a contribution for the teachers to evaluate their instructional time management in managing the English classrooms, and
3. increases teachers' awareness on the importance of their instructional time as a part of classroom management.

1.5 Scope of the Study

This research attempts to analyse teacher's instructional time management in English classrooms, which have been held in tenth grader classrooms in a public high school in Bandung. Additionally, this research endeavors to depict the teacher's challenges and difficulties in managing English classroom at the research site.

1.6 Clarification of Terms

Several terms are used in this study. To facilitate the readers in understanding this research report, clarification of terms is provided below:

- a. Teachers' Instructional Time: the time teachers are actively teaching, according to Wong and Wong as cited in McLeod, Fisher, & Hoover (2003)
- b. Time Management: according to McLeod, Fisher, & Hoover (2003), it is an organizational skill that the teachers should have, which can amplifies the quantity of time for instructional activities.
- c. Classroom management: teachers' classroom organization skill, according to Marzano and Marzano (2003) and Lawrence (2013), that comprises classroom design, which related to organization of classroom environment; time management that associated with a set of schedule and lesson plan; instructional strategies, which involve teaching phase and classroom activities; and students' behavior management, which related to students' discipline.

1.7 Organization of Thesis Paper

This thesis consists of five chapters. The organization of this study is described as follows:

- a. Chapter one proposes the introduction which describes why it is valuable to manage the classrooms. This chapter includes the description of research questions, aims and significance of study, scope of study, definition of terms, and organization of the thesis paper.
- b. Chapter two covers the definition and the importance of teacher's instructional time management, description of teaching strategies, and description of teaching reading.
- c. Chapter three clarifies the procedure of conducting this study. This chapter elaborates the use of research design, the population and participants, the site, data collection technique, and data analysis.
- d. Chapter four describes the findings and discussion of the study, in particular, to answer the research questions, which involves the data presentation from the data collection and analysis.
- e. Chapter five draws the conclusion of the study and provides some recommendations.

1.8 Concluding Remarks

After looking at the introduction which provides a basis for the present study, the forthcoming chapter delineates some underlying theories concerning the description of the instructional time management concept, teacher's instructional time in English classroom, common challenges in managing instructional time management, and some previous related research.