

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The preliminary observation was conducted in one of the junior high schools in Bandung showed that the problem faced by students was triggered by the amount of time they had for practicing English in their daily life. This problem is confirmed by Ababneh (2012, p. 301) who states that EFL students have small chance to use the target language in their daily life. As the result, the students only have English classroom as the only place in which they can practice their English (Yuanhua & Chuanlan, 2016, p. 52). In other words, classroom activities are the major environment where they can practice their target language.

As it becomes the only major place for practicing and developing the students' target language, the English classroom should be well managed. The teachers are required to pay serious attention to the way they manage the classroom. According to Merç and Subaşı, (2015), classroom management is an important concern of every teacher; experienced or novice, man or woman, old or young. According to Wragg, (2001), classroom management can be the only most essential factor in getting it right and is a core teaching skill that should be used by trained and experienced teachers continuously to improve their teaching skill. It is very complex and challenging task. It is confirmed by Chamundeswari (2013, p. 367), managing classroom is considered as one of the most challenging tasks for the teachers. It is because unproductive management leads to serious conditions of indiscipline producing damage to the conducive climate for learning (Chamundeswari, 2013). Therefore, to make more effective teaching situation teacher should put great effort to manage the classroom.

Moreover, based on the preliminary observation, it was found that many teachers did not pay full attention to the variables needed in managing the classroom. Instead, the teachers just entered the classroom, explained the material, asked questions, and left the classroom. Whereas, according to Wright (2015, p. 14), the teacher should help the students to use the target language to achieve the

purposes that they care about. They also have to facilitate students to practice their language more in the classroom because they play a key role in determining effective teaching. Teachers also need to have an active role in the teaching and learning in the classroom (Mansor, Eng, Rasul, Mohd Hamzah, & A. Hamid, 2012, p. 37). Moreover, the teacher has a major responsibility of providing good personal relationships in the class (Chamundeswari, 2013, p. 368).

To achieve those goals, the teacher should have the strategies to handle the classroom. It can be done through classroom management. According to Nawel (2015, p. 5), classroom management is a central concern of a teacher who try to achieve effective teaching. Brown (2001) defines the term classroom management as the setting and situation that require a good management to overcome what happens inside it. Effective classroom management includes the determination of teachers to manage or handle some classroom variables. These variables include teachers in the classroom, the use of voice, the use of L1, teacher's instruction, manner of talking, student talk and teacher talk, lesson stages, seating arrangement as well as student grouping (Harmer, 2007b). Classroom management will be beneficial for teachers, students and educators.

Rawya (2012, p. 29) states that the teachers in the EFL classrooms have an important position that may possibly help the students find the appropriate atmosphere to develop their learning abilities. Classroom management has a great impact on the field of education in which the field teachers should make a great effort to manage successfully their classrooms by having the skills and experiences needed in this field.

Several studies have been conducted regarding classroom management strategy. Borden (2013) explored the classroom management that focus on the teacher's tactics to help improve the academic achievement of elementary school students. The result showed that some forms of involvement make a positive impact on teachers, students, and the whole school climate. Therefore, teachers need to personally connect with each student in the classroom in order to make students feel comfortable and welcome. The other study was conducted by Korpershoek, et al. (2014) who

investigated classroom management strategies and classroom management programs for new teachers in primary education to help them develop ways to effectively manage their classrooms and to identify interventions that have the potential to avoid classroom management difficulties. The finding showed that classroom management helps the teacher to develop ways to effectively manage their classrooms and to identify solution to avoid the difficulties in managing the classroom.

A number of relevant studies have been done in other contexts. One of which was conducted by Sun and Shek (2012) which focused on classroom disruptive behaviour. They investigated the teachers' perceptions on classroom misbehaviour frequently happened in secondary school in Hong Kong. Furthermore, Allen (2010) conducted a study related to bullying in the school environment, and related to classroom management, teachers' practice, and students' behaviour. Besides, Syarifah and Emiliasari (2016) investigated classroom management strategies in an EFL classroom. The study was conducted to find out strategies in managing EFL classroom applied by the teacher and to investigate students' perceptions of the strategies applied.

Even though the aforesaid studies have investigated the teacher's classroom management in teaching English, none of them have highlighted EFL teacher's classroom management style. Hence, this study explores the classroom management styles applied by the teacher and also the students' responses toward the implementation of style used by the teacher in the classroom. The study investigates the teacher's classroom management styles when managing several classroom variables including managing time and space, managing the engagement, and managing the participation in the classroom. Based on the description above, it seems reasonable that the way teacher manages the classroom should be analyzed to provide effective teaching, support, and control during teaching and learning process especially in this site.

1.2 The Research Questions

Based on the issues above, the present study attempts to address the following research questions which are formulated as follow:

1. What is the teacher's classroom management style in teaching English?
2. What are the students' responses toward the teacher's classroom management styles used in the classroom?

1.3 The Objective of the Study

In accordance with the research questions above, the present study aims:

1. To find out the teacher's classroom management styles in teaching English.
2. To figure out the students' responses toward the teacher's classroom management styles used in the classroom

1.4 The Scope of the Study

This study only focuses on the classroom management style used by the teacher in managing the classroom in teaching English. There are many different taxonomies of classroom management styles that have been proposed by many different scholars. The present study used the taxonomy of classroom management styles proposed by Dunbar (2004) and Simpson (2015) in which the styles are authoritarian, authoritative, laissez-faire and indifferent. The study investigates the use of the styles when managing several classroom variables. As there are many variables in the classroom management, the present study limits the scope of the classroom management variables on managing the time, managing space, managing engagement, and managing participation in the classroom. Moreover, this study includes only an active EFL teacher and one class of seven grade students in a private junior high school in Bandung.

1.5 The Significance of the Study

The significance of this study was expected to give some benefits in two areas. Those are theoretical and practical aspects.

Theoretically, the result of the study is expected to support the previous theory about managing classroom in junior high school level. Furthermore, it is

expected to become additional information for other researchers who are interested in conducting a similar study.

Practically, the result of the study is expected to provide a description about classroom management styles of the English teacher who teaches English in a private junior high school especially at the research site. It is also expected to give contribution to the teacher particularly in measuring her/his capability in managing junior high school classroom. Furthermore, it is expected to raise the teacher's awareness of the importance of classroom management which can support and control the classroom during the teaching and learning process.

1.6 Clarification of Key Terms

In order to avoid misunderstanding, it is important to give clear definitions of the terms that are used in this research.

- Classroom management refers to activities applied by the teacher to create and provide a learning setting that is helpful for successful instruction. Classroom management includes positioning the physical environment, forming rules and procedures, keeping student's attention to the lesson and getting them engaged in every activity (Brophy, 2011, p. 17).
- Classroom management style refers to teacher's ability to address unsuitable behavior before it increases into something more serious. Classroom management style helps promoting the effective teaching and learning in the classroom (Okwori, Owodunni, & Abiodun, 2015, p. 117). Those classroom management styles, according to Dunbar (2004), are authoritarian, authoritative, laissez-faire and indifferent.

1.7 Organization of Thesis

The thesis is organized into five chapters. Chapter one contains an introduction of study which provides information about the background of study, the research questions, the objectives of the study, the scope of the study, the significance of the study, the clarification of key terms and the organization of thesis.

Chapter two focuses on the theoretical foundations which are related to the present study. It covers classroom management style and previous related studies.

Chapter three contains the detail explanation of the research methodology. Hence, it covers the research design, the research site and participant, the data collection, and also the data analysis.

Chapter four provides the research findings and its discussion which are elaborated with theories and the previous studies.

Chapter five provides the conclusions of the study and recommendations for other researchers who are interested in conducting a similar study.

