

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Classroom management plays an important role in teaching learning process. The more competence teachers are in managing the classroom environment, the easier the teaching learning process occurs (Arend: 1989; Brown: 2001; Emmer and Evertson: 2006; Lang and Evans: 2006; Nunan: 1991; Underwood: 1987). The skill deals with several variables in the teaching learning process including positive classroom climates, appropriate facilities, lively interactions, monitoring, handling disruption, establishing rules and any other important variables. Moreover, a study by Emmer in 1980 (cited in Arends: 1989) showed that a clear management conducted by a teacher led to a positive classroom climate which made the students more focused on learning in comparison to the poor managed classroom that had poor students' engagement and lower achievement.

However, it is not an easy task to manage the classroom. There are many problem both prevented and unexpected during the teaching- learning process that cannot be handled in a good manner by the teachers. Moreover, there is lack of the teacher's efforts in managing the EFL classroom as well as the teacher-students' engagement that lead to one of the failures of students' achievement (Suherdi: 2001).

Unfortunately, According to Freiberg (2002) new teachers are often limited in their range of instructional strategies. Often, these teachers were not taught how to establish the positive, organized learning environment necessary for them to teach and for students learn. This puts new educators at a great disadvantage. They have not acquired the knowledge or skill to determine criteria needed to develop an efficient management plan. After many years of

struggle, trial, and error, these teachers have haphazardly developed their own working strategies or the struggle became too great and they have left the teaching field. These educators are expected to comply with national curriculum standards to create an active learning environment. A task in which they have not had experienced instruction. Frieberg (2002) also stated that organizational strategies were the most difficult for new teachers to master. So, in order to create well-designed rules, a new teacher must first become organized and confident in the instructional strategies used in the classroom.

Moreover, the influence of classroom management connected with the success of the teacher to manage their students and be impact for the students' achievement. Therefore, the ability of teachers to organize classroom and manage the behavior of their students is critical to achieving positive educational outcomes (Oliver Regina M & Daniel J. Reschly, PH.D: 2007, *Effective classroom management*). Since the long years ago, many researchers have been doing research about this case. The goal orientation of the previous study which stated the correlate of classroom management can increase the students' achievement observably, the result showed that classroom management being important role to increase the students' achievement.

Today's classrooms are much more complicated than in years past. In fact, connected with English as foreign language especially in Indonesia, many of school not too pay attention with the condition of class even the English teacher have been doing the classroom activities. The facilities of class to encourage learning process were generally, similar condition with other subject in classroom. It might be the teacher has less ability to manage the classrooms. The teachers might be difficult to manage being good classroom because of lack in background basic teacher, or the condition of class having trouble that also difficult to manage. It also sometimes caused the condition of intern school, the links between financial

inputs, including school construction and maintenance expenses, and educational outputs, most often student achievement, have been extensively studied.

Based on many of previous study, the researcher tries to test those theories that revealed classroom management give influence for students' achievement. This present study chooses one of elementary school at "MI Banat Manyar Gresik". The researcher also use English subject as the scope of this study appropriate with her range in English department. Before that, the researcher has already done observed and interviewed with that school to know the condition of school. After observation and got an interview with the teacher in there, the data were collected.

The researcher found out that the condition of class in MI Banat Manyar Gresik was arranged from the school generally for all lessons. The English teacher also rarely arranges the students' seat in the classroom. The students' seat arrangement is always using traditional or row setting. For the classroom decoration, is quite enough but still need to add more to create positive and comfortable climate. In the classroom activities, the teacher often uses monotonous methods such as explaining or teacher center dominantly. However, the teacher explained for the students' behavior in there is quite easy to manage them. It is caused that teacher has experience to be English teacher in that school for a long day and know well about the students' behavior. But that teacher still does make efforts for the students' achievement which still need improvement.

Thus, this study would test the theory from the previous study which positively has connected between classroom management with the students' achievement. After knew the basic condition in MI Banat Manyar Gresik, The present study tries to test that theory about classroom management in order to get positive influence for students' achievement. But in this range, the researcher tries to modify some of the elements included classroom management not too similar with the previous study. The researcher also will act as a novice

teacher for treatment in the experimental class that contrast with the previous study stated that novice teacher could not be aware and less experience for the condition or students' behavior in the classroom.

## **1.2 Research Question**

In the present study, an experiment design tries to test the previous study which aims to determine the influence of classroom management in MI Banat Manyar Gresik for the students' achievement in English subject.

In order to clarify the points in this study, the following research question is posed:

“Is there any significant influence between English classroom management and students' achievement at Elementary School?”

## **1.3 Hypotheses**

Relating of the previous study for the result positively there is influence of classroom management for students' achievement. So the researcher uses alternative hypothesis ( $H_a$ ) and states that:

“There is influence of English classroom management for students' achievement in elementary school”.

Moreover, the researcher tries to modify some of elements in classroom management contrast with the previous study. So a null hypothesis ( $H_0$ ) also revealed that:

“There is no influence of English classroom management for students' achievement in elementary school”

## **1.4 The Purpose of the Study**

This study explored the experimental study of the influence of classroom management for students' achievement in English subject at elementary school. It is aimed to test the theory about the influence of classroom management for students' achievement in English subject at elementary school.

### **1.5 Significant of the Study**

This study is hoped to give meaningful knowledge both theoretically and practically concerns:

Theoretically, the study proves reasonable benefit to test the hypotheses for the previous study. It is also to know the significant influence of classroom management for the students' achievement.

Practically, the finding of the research is expected to give a priority measures in teaching English to manage the classroom and being a good teacher in classroom activities. The teacher could manage the classroom effectively and being teacher more creatively so that could increase the students' achievement in long term. Meanwhile for the students, it is hoped the good condition of the effect good classroom management by the teacher, the students can be more interested in English learning process in the classroom and impact for their achievement.

### **1.6 Scope and Limitation of Study**

As it was mentioned earlier, the study is meant to find out the influence of classroom management for students' achievement in English subject at elementary school. Based on the previous study, there are many meanings include of the classroom management, students achievement and also the grade level of elementary school.

In particular for the present study, the scope of classroom management will used in this research is the ways of teacher manage the classroom only focused on English subject. It is necessary for the majors of the researchers that would be the pre requirement for the study in English department.

For the subject, the researcher gives a scope also only for elementary school which chosen by researcher to test the theory. It caused that elementary is more appropriate for focus on classroom management by the teacher to get engagement both teacher and students. And MI Banat Manyar Gresik on 4<sup>th</sup> grade had been chosen to be participant in this study.

For the elements in classroom management, the researcher limits the elements includes of learning environment which only for students' seat and decoration, and also students' grouping for teaching strategy. Meanwhile, the researcher also gives the limitation for the students' achievement only in cognitive aspect in written test.

### **1.7 Definition of Keywords**

- Classroom management:

The researcher in the present study define that classroom management belong to the way of teacher teach their students in the classroom with different students grouping strategy, students' seat arrangement, and classroom decoration.

- Students' achievement:

In this study, the researcher gives the meaning and limit the definition of students' achievement is about the learning outcomes of the students in learning process in the classroom. The learning outcomes included the cognitive scores in all aspect in English lesson.