CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Classroom management

The teachers function as guide, organizer, and evaluator into classroom management. Gebhard (1996: 69) states that classroom management refers to the way teachers organize what goes on in the classroom. As the most powerful persons in the classroom, the teachers have the authority to influence the kind of interaction that goes on in the class.

In addition, the goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways. In Marzano's book about classroom management (2003:9) probably no exaggeration revealed that classroom management has been a primary concern of teachers ever since there has been a teacher in classrooms. However, the systematic study of effective classroom management is a relatively recent phenomenon.

There are some aspects in classroom management which can be main factors to create good condition in teaching learning process. Mursell and Nasution (1995: 41) state that classroom management should arrange as environment that makes possible in the kind of activities and experience. Konza, Grainger & Bradshaw (2001) in their book, *Classroom Management: A Survival Guide* explained that the physical environment of a classroom explains a lot about the expectations as a teacher. They also stated that structuring the physical environment includes of desk arrangements, student placement, classroom decoration, and music in the classroom.

Another aspect in managing a classroom is making group and pair work. Here, Gebhard (1996: 77) said that the teachers can group students with the same characteristic or mix them.

For example, shy students could be grouped together, or shy and outgoing students could be grouped.

An efficient and effective rule management concept should include procedures for planning, teaching, and evaluating the effectiveness of the classroom rules. There are many opportunities throughout the school day to define procedures. According to Project PARA, most activities in the classroom occur on a regular basis. Getting materials and starting lessons, asking a par educator for assistance, and moving from one activity to the next are all examples of activities which may occur on a daily basis in a classroom. Classrooms that establish procedures for accomplishing activities are more effective.

For those explanations above, the previous study explained that many aspects for managing the classroom in order to create good atmosphere in teaching learning process. The teacher should be good leader to develop well-managed classroom and also get engagement with their students. It is not denied that well-managed classroom can influence the students' achievements either their motivation or their learning outcomes.

2.2 Effectively managing classroom activities.

According to Kounin (1970) stated that Effective teachers differ from ineffective teachers not in the way they respond to students' miss behavior, but instead in how competently they manage the group activities. Therefore, effective teachers are the person who can conduct students using the four methods of teaching. The methods are show how they are "with it", cope effectively with overlapping situation, maintain smoothness and continuity in lessons and lastly, engage students in a variety of challenging activities.

In other words, effective teacher means that the teachers are able to organize classrooms and manage the behavior of their students to achieve positive educational outcomes. Although behavior management does not guarantee effective instruction, it establishes the

environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2001). For the explanation above, it means that the teacher is probably the single most important factor affecting student achievement, at least the single most important factor that we can do much about.

In contrast, new teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers & Tomic, 2000). Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high level of stress and symptoms of burnout (Berliner, 1986; Brower & Tomic, 2000; Espin & Yell, 1994).

2.2.1 Arranging the learning environment

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers (Savage, 1999; Stewart & Evans, 1997; Weinstein, 1992), and that a well-structured classroom tends to improve student academic and behavioral outcomes (MacAulay, 1990; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991).

Good classroom management creates a learning environment in which effective teaching and learning occur while poor classroom management often damages the students' desire for learning and spoils the teacher's passion for teaching no matter how well he has prepared for the class. As Dunkin and Biddle (1974) point out and noted:

*"… **It seems to us that adequate management of the classroom environment forms a necessary condition for cognitive learning and if the teacher cannot solve problems in this sphere, we can give the rest of teaching away.**"* (Yi, Fan. *EFL Classroom Management: Creating a Positive Climate for Learning*).

In addition, the classroom environment acts as a symbol to students and others regarding what teachers' value in behavior and learning (Savage, 1999; Weinstein, 1992). The classroom environment not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants 'attitudes and emotions, and the social dynamics of the learning experience. If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can annoy the functioning of the day as well as limit what and how students learn. However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning.

Creating a physical environment is also arranging desks and furnishing is often a compromise between what teachers would like and what is possible. The physical space of a classroom is managed as the teacher prepares the classroom for the students. Nevertheless, in their planning, teachers should consider the following factors to make the most of physical environment: (a) **Visibility** means the room must be arranged in such a way that all students can see the chalkboard, overhead projector or other display; (b) **Accessibility** means the room should be designed in such a way that access to high-traffic areas, such as a pencil sharpener and places students put papers are kept clear and separated from each other; (c) **Distractibility** means desk should be arranged in such a way the potential distractions, such as movements that are visible through doors and windows are minimized.

2.2.1.1   Classroom seating arrangement

Seating arrangement in managing and promoting interactive classroom is needed to make possible for students to do different kinds of activities. Different seating arrangement, as explains by Gebhard (1996: 75) implies that the teachers have a great many choices as to the activities they can have students do in class. They can sit in a

traditional seating arrangement or in semicircle during teacher class discussions or they can stand up and walk around as they study.

The point here is that teachers do not have to limit the students to traditional seating. If the goal is to provide lots of chances for students to use English to communicate meaning, the teachers need to feel free to use seating combinations that make this possible. Based on James C. McCorskey and Rod W. McVetta that there probably is an infinite number of ways of arranging a classroom, three are most common in students' seat: traditional, horseshoe, and modular.

The traditional arrangement *(see figure 1)* for classrooms typically consists of about five or six perfectly straight rows, each containing five to seven chairs equidistant from each other. This straight-row arrangement evolved to make the best use of the only adequate lighting then available-natural light from side windows. In spite of developments in lighting which make the straight-row arrangement unnecessary, this traditional arrangement persists, in fact dominates.
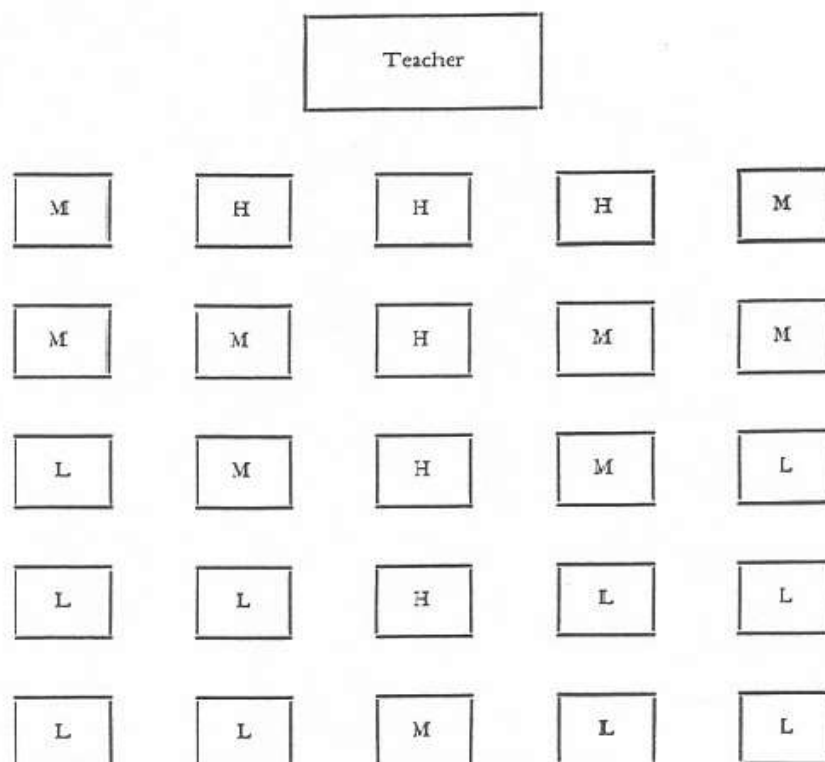
<div align="center">TRADITIONAL ARRANGEMENT</div>

Figure II.1

NOTE: H =High Interaction seat, M =Moderate Interaction, L = Low Interaction

The second model of arranging students' seat is horseshoe. The horseshoe or semi-circular arrangement (see Figure 2) is frequently employed in smaller classes, such as seminars. Some rooms are not physically conducive to this arrangement for larger classes because of the "dead space" in the middle. Consequently a "double horseshoe", two semi-circular rows with one inside the other, is also frequently observed.
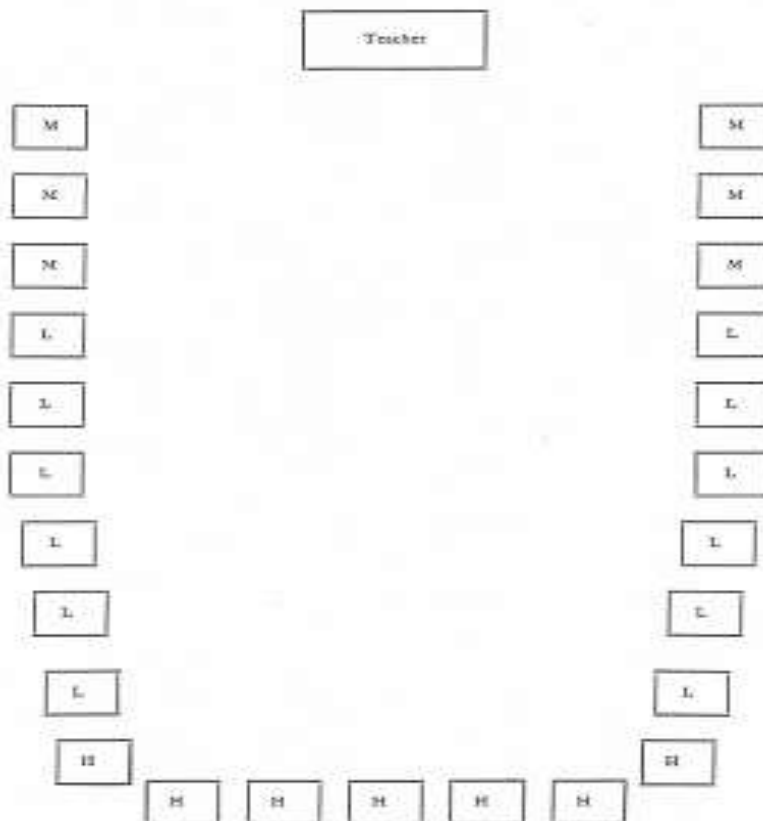
HORSESHOE ARRANGEMENT

Figure II.2

NOTE: H =High Interaction seat, M =Moderate Interaction, L =Low Interaction

The modular arrangement (see Figure 3) is found mostly in specialized classrooms (e.g. home economics, science laboratories) and in classrooms at the lower elementary school levels.
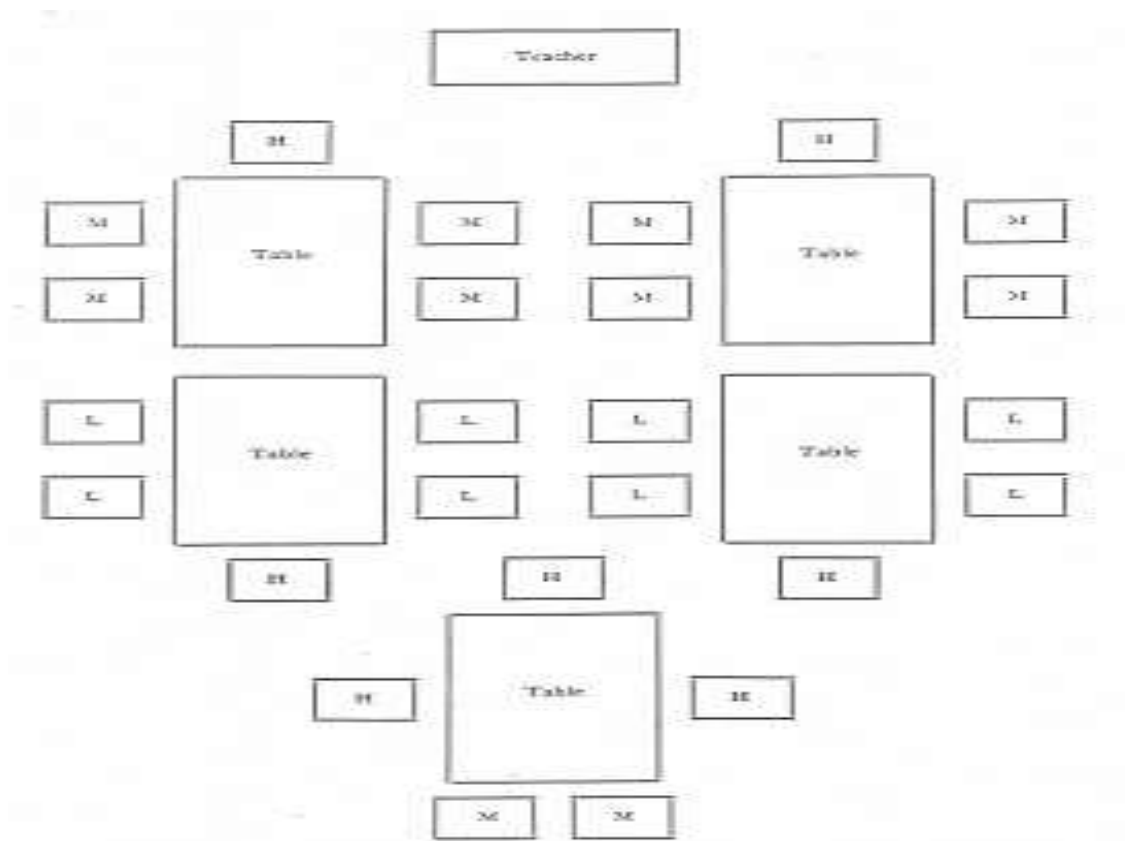
MODULAR ARRANGEMENT

Figure II.3

NOTE: H =High Interaction seat, M =Moderate Interaction, L =Low Interaction

In addition, as Fred Jones, a noted classroom management expert explains: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free." Many experienced teachers recommend assigned seating for students

to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage.

Best practices suggest a few common-sense rules to guide classroom arrangements includes of Students should be seated where their attention is directed toward the teacher, high traffic areas should be free from congestion, students should be able to clearly see chalk board, screens, and teacher, students should be seated facing the front of the room and away from the windows, and classroom arrangements should be flexible to accommodate a variety of teaching activities.

2.2.1.2 Classroom decoration

Based on Nicholls (2006) stated that plants and animals can have positive effects on the classroom. Throughout the year the children created posters, projects and handcrafts, which were used to decorate their English classrooms.

In addition, well-designed bulletin boards can be effective learning and motivational tools. Their value as an instructional device should not be overlooked or left to chance. Preparing bulletin boards can be time-consuming. Enlist others' help. Occasionally allow students or parent volunteers to help create attractive bulletin boards.

2.2.2 Students' grouping in the classroom

One way to change the pace in the classroom is to do a small group activity. Cohen (1994) cited many studies that conclude that students' discussions in groups are good indicators of the achievement that the group will have. In addition, the groups that ask specific questions while working proved to show more gains.

Based on Vygotsky's and Piaget's work (as cited in Slavin, 1995) believing that students learn when they interact with others, as long as they are within each other's zone of proximal development. However, not all learning process should meet by group work. It is

caused that in some situations, students help each other, their time is spent on task and they benefit from peer interactions. But at other times, students spend their time chatting about things that are not relevant to the topic at hand, and do not get much work done at all. So the teacher role is important to determine when to allow students to work together or to make them work alone because students do not always manage the social aspects of group work so that it will be advantageous to them.

Grouping on the basis of commonality can be utilized in an English class to help with reading skills or in mathematic class to guide comprehension of various processes (Louise E. Hock: 1961). There are many times when teachers of these subjects should meet with small groups of students who have similar problems in increasing their reading rate or understanding a certain grammatical principle.

Based on Louise E. Hock (1961), there are some guidelines that are important to make engage in classroom grouping practices include of (a) making group with appropriate to the task at hand and; (b) the goal of making group should be achieved. The smaller groups will be much easier to teach and will enable the teacher to pay closer attention to individual learners, thus reducing the chances of serious learning problems (Aida L. Pasigna, Ph.D.: 1997).

In addition, Race P (2000), *Group Work in the Classroom: Small-Group Task* divided several types of small group. Those are: (1) buzz groups, the purpose usually to generate ideas/answer, re-stimulate students' interest, and measure students' understanding; (2) think-pair share, to generate ideas, increase students' confidence in their answers, encourage broad participation in plenary session; (3) circle of voices to generate ideas, develop listening skills, have all students' participate, equalize learning environment; (4) rotating trios as purpose to introduce students to many of their peers and generate ideas; (5) snowball groups/pyramids to generate well-vetted ideas, narrow a topic, develop decision-making skills; (6) jigsaw, to

learn concept in depth, develop teamwork, and have students teaching students; (7) fishbowl as purpose to observe group interaction, provide real illustrations for concepts, provide opportunity for analysis and; (8) learning teams to foster relationships among students and increase confidence in participating.

2.3 Students' achievement

The second factor dealt with here is students' achievement. Generally, students' achievement is a term that refers to what students have achieved during a term due to attending and participating in different courses at school or universities. In most studies that aim at investigating students' academic achievement (academic success) either separately or in relation to other factors, learners' grade point average is used as the most common indicator of their academic achievement.

Students' achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting behavior, confidence, communication skills, punctuality, assertiveness, arts, culture, and the like (Retrieved from http://en.wikipedia.org/wiki/academic achievement on 25 December 2011).

Improving student achievement is an ongoing education topic. Classroom guidance methods, management and routines are assessed frequently as instructors and administrators determine best practices for enabling student success. While many schools continue to use strict guidance formats, others seek to incorporate differentiated instruction in their classrooms. This concept continues to receive favorable revues in educational circles. Involved parents may help their children by understanding this guidance style and supporting the teachers who use it. (Grenless, Judy (Ed). *The Effects of Classroom Guidance on Student Achievement*).

Furthermore, for the present study the researcher compare those definitions belong to focused on students' achievement as a scope of this study is about the English learning outcomes for the students' comprehend in English material by using multiple choices test for the sample of students.

2.4 Classroom management in Elementary School

Many of researchers agreed that classroom management in elementary school being one of the most important factors in young learners (children from the first year of formal schooling, five or six years old to eleven or twelve years of age) or called elementary level. It is caused that children's' self control ability is very poor and teaching children is quite different from teaching middle schools students and adults. In other word, the effective classroom management in young learners means successful teaching and learning.

Based on Li Qinglan, Wu Junyan & Hou Shongshan in their paper stated that not so much the children's age in elementary that counts in the classroom as how mature they are. There are many factors that influence children's maturity includes their culture, their environment, their psychology, their sex, the expectations of their peers and parents. Those are what the teacher should think about in classroom management.

Thus, based on Evertson, Caroline M in their book, *Classroom Management for Elementary Teachers. Third Edition* which incorporates the essential features of classroom organization, management, and discipline, provides information to help elementary school teachers establish effective classroom management systems. The text emphasizes prevention through planning and addresses decisions teachers must make in the typical classroom includes of arranging physical space, choosing rules and procedures, planning and conducting instruction, maintaining appropriate behavior, using good communication skills, dealing with problem behavior, and managing special groups.

2.5 Classroom management in EFL learning

It is commonly accepted nowadays that the ability to communicate is the primary goal of foreign language learning (Stern, 1983; Widdowson, 1983; Littlewood, 1984; etc.). Instead of as a cognitive process of learning language knowledge, EFL learning is now more regarded as a process of acquiring linguistic and communicative competences (Krahen, 1981).

These competences, as most contemporary linguists agree, can be acquired only through linguistic and communicative performance, namely, "the actual use of the language" (Chomsky,1959). Although different language teaching methodologies vary greatly in how to make actual use of the target language in order to achieve the competences, they , indeed, all recognize the primary importance of active practice and interactions in language learning. Therefore, EFL class must inevitably be of a communicative nature. Because EFL learners often lack "the informal linguistic environment"(Krashen,1976) and thus have little chance to use the target language in daily life, they have to depend entirely on classroom activities. For most of them, the classroom is the only environment in which they can practice communicating in the target language. So an EFL teacher must bear it in mind that neither control nor discipline but setting a climate appropriate for learning in the class is his most important task for classroom management.

When the learner has a clear communicative need for the target language, he is most likely to learn the language spontaneously. He tends to take active part in all classroom activities and make active responses to the teacher's instruction. So an EFL class should be student-centered rather than teacher-centered. The teacher should reduce his talk to minimum and give the students adequate opportunities to practice on the instruction and produce their own ideas. However, because of his inadequate communicative competence,

the learner is likely to have difficulty in relating to other people. This often causes the learner to feel anxious, nervous and constrained. As a result, in the learner's mind arises a fear for communication. In this case, the learner tends to avoid personal communication with others, and takes language learning as knowledge studying. So an effective classroom environment for EFL learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.

2.6   The influence of classroom management for students' achievement

Dr. Marzano's 2003 research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, and community involvement. In addition, in 1993, Wang, Haertel and Walberg amply demonstrate the importance of effective classroom management. These researchers analyzed 228 variables affecting student achievement. Of all the variables, classroom management had the largest effect on student achievement. This means intuitive sense-students cannot learn in a chaotic, poorly managed classroom (Reeves, Sharon (Ed). *Classroom management and High Quality Relations Increase Students Achievement*).

According to Wong, Harry K in his article stated there is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement. Moreover, Freiberg, (1995) described multiple studies done in Texan school ranging from kindergarten to grade 12 (with a total of more than 10,000 students) that incorporated democratic, caring classroom management strategies. These schools had forty to sixty percent less discipline referrals to the principal's office, and the students made statistically significant gains in achievement, even winning awards for the first time, for academic excellence. Democratic classroom management was viewed as a positive process, affirmed the students' individuality, set

mutual realistic classroom limits and guidelines, and built cooperation without using coercion (Chemlynski, 1996). (Kaminski, June. *The Effect of Classroom Management on High School Academic Achievement.* Retrieved from http://www.angelfire.com/bc/wwwriters/class.html on 26 December 2011).

2.7 The previous study

The first literature from the previous study, Herlina (2007) had already done the research in her thesis project about *The Influence of Classroom Management for Students' Achievement at MTs Al-Mafatih Palmerah*. The background stated that condition of classroom in that school was so poor, lack of ventilation and also about the teacher still uses traditional strategy to teach their students. That research use experimental design which divided into two groups, experimental and control group. Both of groups were chosen by random sampling with *Pre test- Post test Equivalent Group Design*. That research was begun by giving the pre test both of those groups. Then gave treatment for experimental group included arranged learning environment such as cleanness and neatness, seating arrangement, facilities and media for learning, ventilation and lighting setting, whereas for control group allowed by standard in that school. The result of that study showed that there is different achievement between experimental group and control group. It meant that manage classroom well directly gave influence of students' achievement in learning process.

The second previous study, Sukmawaty, Yully (2009) in her thesis about "*Pengaruh Pengelolaan Kelas Dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Akuntansi Pada Siswa Kelas XI SMAN 2 Sukoharjo*" begun her research in experimental design, too. That researcher included the classroom management only focused on classroom decoration and students' grouping. That research also divided into experimental and control group in true experimental design. Both of those groups were given treatments by the researcher. For the

result, experimental group showed more significant influence in students' achievement than in control group.

Moreover, Emmer, Edmun T in their research about *The Classroom Management Improvement Study: An Experiment in Elementary School Classroom* designed to verify findings on a earlier descriptive study and to learn more about the process of helping teachers gain classroom organization skills. Participating in the study were 41 teachers, divided into treatment group that received a Classroom Management Improvement Study (CMIS) teacher's manual and participated in two workshops, and a control group. Half of the control group received the CMIS treatment in the middle of the school year to assess the effects of midyear intervention. The result indicated that teachers who received the classroom management improvement study treatment at the beginning of school implemented the recommended strategies significantly more that control group teachers. Treatment in the middle of the school year had a limited impact on teachers' behavior.

Thus, in the present study the researcher tries to test the theory based on the previous study that there is influence of classroom management for students' achievement. The present study will conduct the research in English classroom at elementary. The researcher also modify many elements which include the factors in effective classroom management based on the previous studies with focused on some elements. First, the researcher will begin the study to show the significant influence of English classroom management by fresh graduate teacher or novice teacher as the main elements to manage the classroom. As we know in the related literature above that some researchers have found that novice teachers, and many veteran teachers, admit they lack effective classroom management skills and student motivation tactics that endorse learning. Second, this study give treatments for English classroom management only for learning environment includes of different seating

arrangement and classroom decoration. And the third is about the students grouping during the treatment.