

CHAPTER I

INTRODUCTION

A. Background of the Study

Teacher as a knowledge transferer to students is a prospect nation who can make nation ideal comes true. In teaching, all materials should be prepared, like learning material, learning media, and activities in exploration, elaboration, and confirmation. Good and Brophy (2003:48) state that teachers are not aware of everything that goes on in the classroom, and this lack of awareness may interfere with their effectiveness. Further, they describe for at least two reasons

First, classrooms are busy places, and teachers (and students as well) are so busy responding that they have little time to think about what they are doing. Second, teachers are seldom observed systematically, so they rarely receive valuable information about ways to increase their effectiveness.

Learning is a conscious process of internalizing linguistic system and rules, which results either from overt teaching or a self-study of linguistic rules or formal learning (Fauziati, 2009:78). Beside formal learning, there is also formal teaching. Formal teaching is not help the learners to have cognitive presentation only. Khashen in 1977 states that formal teaching helps learners to have mental presentation of the rules. Thus the results of learning is a conscious awareness of linguistic rule (Fauziati, 2009:79). But actually, there are many components that make sure the teaching – learning activity run well and effective. One of them is

classroom management. Gebhard (2002:69) in Fauziati (2010:197) propose that classroom management is the way teacher organizes what goes on in the classroom. As a controller, prompter, and observer, the teacher has duty to make a joyful environment, strong motivation, and good influence, so that the students can accept the lesson well, and the process of input taking and out the output in the student's mind is optimum. School is an education centre that applies the smart young generation who will lead Indonesia one day. School is one place where they build their dream in the air.

Junior High School or *Sekolah Menengah Pertama* (SMP) is a period when children grow up physically and psychologically. They always feel curious about what happened around supported by all information media which are easy to access, and absolutely not all information give positive impact to them. It is the one of teacher's duty to place and direct students to the positive activities, and school is the right place. School and class situation will be more fun if they are supported with good classroom management. The cruciality of classroom management has supported by Brophy and Evertson's statement (1978) in Good and Brophy (2003:174) that classroom management becomes a prominent part of the teacher role. Further, Brophy and Evertson (1978) in Good and Brophy (2003:173-174) also identify four developmental stages; (1) Kindegarten and the early elementary grades, (2) The middle elementary grades, (3) The upper elementary or junior high school grades,

and lastly (4) The upper high school grades. They remark that different grade levels offer different opportunities and challenges to teachers in their roles as managers of classrooms and socializers of students. The junior high school students are classified in the third stage. Good and Brophy (2003:174) state that

In the third stage, students change their orientation from pleasing teachers to pleasing peers, they begin to resent teachers who act as authority figures. Certain students become more disturbed and harder to control than they used to be.

Particularly the students in eight grade period. Suharto states that in this period they are more active, grow emotionally and physically fast, so that their attitude easy to change or labile (1988:36-37) than in the seventh period, because in the seventh period they still shy and afraid to open their self, so do in the third grade, because in this grade they concern more on National Examination or *Ujian Nasional (UN)*.

SMP Muhammadiyah 1 Surakarta is a favorite school in Surakarta City. It has existed since 1 August 1952 until now. English is an anxious subject material to the students, because they feel difficult to learn foreign language. Horwitz et al. 1986; MacIntyre and Gardner 1989,1991c in Brown (2000:151) identify three components of foreign language anxiety

(1) Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas, (2) Fear or negative social evaluation, arising from a learner's need to make a positive social impression on others, and (3) Test anxiety, or apprehension over academic evaluation.

Based on the reasons above, the writer is interested in conducting the research about classroom management applied by the English Teacher to make the English teaching – learning easy and fun to learn. So, the writer conducts the research entitled : Classroom Management Applied by The Eight Grade Teacher in Teaching English in SMP Muhammadiyah 1 Surakarta in 2012/2013 Academic Year.

B. Limitation of the Study

To make the analysis of this research more concentrated, the writer focuses on the limitation of this study only on the eighth grade of Junior High School of SMP Muhammadiyah 1 Surakarta. The writer will take the data from the 8F, 8G, 8H, and 8I class. The data will be analyzed using classroom management theory written by Prof. Dr. Endang Fauziati in her book entitled *Teaching English as a Foreign Language* published in 2010

C. Problem of the Study

Based on the background, identification, and the limitation above, the writer proposes the following problems.

1. What is the classroom management applied by the eighth grade teacher in teaching English in SMP Muhammadiyah 1 Surakarta ?
2. What are the factors influencing the classroom management and interaction goes in the class?

3. What are the problems faced by the eighth grade teacher in applying his classroom management in the class?

D. Objective of the Study

Related to the problem of the study above, the writer has the following objectives ;

1. to describe the classroom management applied by the eighth grade teacher in teaching English in SMP Muhammadiyah 1 Surakarta.
2. to classify the factors influence the classroom management and interaction in the class.
3. to describe the problems faced by the eighth grade teacher in applying his classroom management in the class.

E. Benefit of the Study

In conducting this research, the writer expects that it will give some benefits both theoretically and practically as the following :

1. Theoretical Benefit
 - a. This research will give contribution in teaching study especially in classroom management.
 - b. This research will give contribution in theory of teaching-learning English.

2. Practical Benefit

a. To the other researchers

The research result will give benefit to be reference to the other researcher to investigate the research in teaching field especially in classroom management.

b. To English Teacher

The research result will give the knowledge in classroom management so that the teacher can increase and evaluate his or her ability in managing the classroom.

c. To the School

This research will give contribution to the school to know the ability, strength, and lackness of the teacher in managing the English Class, so that he or she can evaluate his or her classroom management in teaching English.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper outline.

Chapter II presents a review of related literature. It is the basic technique that is closely related to the topic. It consists of previous study, notion of classroom management, notion of teaching English, notion of English teacher, and notion of SMP Muhammadiyah 1 Surakarta.

Chapter III discuss the research method. It consists of type of research, place and time of research, subject and object of the study, source of data, data collection method, and technique for analyzing data.

Chapter IV disscuses the results of the research. It consists of research finding and disscussion.

Chapter V is the closing chapter. It consists of conclusion and suggestion.