

CHAPTER I

INTRODUCTION

A. Background

As International language, English has gained its popularity all over the world, including Indonesia. English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English becomes an International enterprise. The widespread of English as second or foreign language needs a considerable pressure on the educational resources in many countries. Related to the problems of English teaching, Indonesia introduces English since elementary school as a local content, to give English to children as early as possible in order to prepare them in facing the globalization era. English becomes a compulsory subject in Elementary School, Junior High School, Senior High School and University. (Mulyasa, 2013: 9)

The English language teaching in Indonesia is focused on ability of students' communication which can be in the written or spoken form. Learning English as a matter of fact is a complex process. English conducts four skills that should be mastered if someone really wants to be successful in English. They are four skills: listening, speaking, reading and writing. The students are expected to have ability in those language skills, which reveal receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. English has now become a priority in Indonesia. (Murcia et al, 1995)

In the past English was only taught as secondary schools. In current years, however, the teaching of English is expanding into primary or elementary school settings. The decree of the Ministry of Education and Culture number 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by local community, and if the teacher of

English is available. Another decree of Ministry of Education and Culture, No 060/U/1993 states that English may be given to elementary school as local content. The phenomena have caused many English Educators charged with teaching teacher education and/or curriculum and material development to raise questions about how to best to teach English as a foreign language to young children. Teaching English to young learners involves more than merely teaching language. Both the social and cognitive development of learner taught at Indonesian Elementary Schools from the first to the sixth year. According to KTSP 2006 as well as linguistic need to be taken into account when planning for and working with the five to twelve age group (Fauziati, 2010: 89).

At the recent times, there are many difficult problem face in teaching learning process, many students in the class, large classroom or small classroom, bullying, conduct disorder student, the different students' background life, teaching material, teachers-students relationship. Classroom management is very role on as solving the face problem. Some common overall rule that elementary teachers should establish, rule also vary depending on the age and grade level student, for example many school elementary school teachers assign specific seats for their students at the beginning of the years. Regardless of set of rules or expectations developed, it's important to post them in a visible place in the classroom, on the classroom door, on the wall near the clock, or cabinet door, These reminders, which students can easily refer to throughout the day, help students adhere to shared rules and many effective teachers involve students in writing a class pledge or promise (Marzano, 2005; 9-11).

This research will explain the meaning of classroom management, it is divided into classroom and management. A classroom in which all students in a particular grade (or in a division of a grade) meet at certain times under the supervision of a teacher who takes attendance and does other administrative business. Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words,

Mellisa's argued that the techniques teachers use to maintain control in the classroom.

Management is often included as a factor of production along with, machines, materials, and money. According to the management guru Peter Drucker (1909-2005), the basic task of management includes both marketing and innovation. Practice of modern management originates from the 16th century study of low-efficiency and failures of certain enterprises, conducted by the English statesman Sir Thomas More (1478-1535). Management consists of the interlocking functions of creating corporate policy and organizing, planning, controlling, and directing an organization's resources in order to achieve the objectives of that policy.

Furthermore, Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession. Classroom management does not only arrange classroom facilities and learning process, but also to create the effective and efficiency in teaching learning process.

Success in language teaching, in relation to both students learning and teacher efficiency, can often be traced to the ability of teachers to manage the classroom. There are some crucial factors which influence the kind of interaction that goes on in the class, namely: teacher talk, teacher talking time, voice management, physical presence, seating arrangement, and elements necessary in language classroom (Fauziati, 2010: 198).

The classroom management has the greatest effect on student learning, as compared with other factors including cognitive processes, home environment and parental support, school culture, curriculum design, and school demographics (Cummings, 2000; 1).

It is not easy to manage the classroom, because there are many aspects on it as professional teacher, the class condition, the students' condition, so it is not like cheese, the teachers and the students in the classroom

are not as opponent, but learning to study and respect each other. The knowledge of the chess is opening, middle and end games do not, of itself, ensure success. The knowledge has to be applied with sensitivity and imagination that can only come through practice. At the same time, this practice is improved by reading the account and confession of successful chess player. Classroom practice is improved by studying what others do successfully and understanding the principles on which their practiced is based.

The teachers have contributed greatly to the success of teaching learning process in school. They play an important role in fostering learners to realize the goal of life in the next future. The teacher is the key of learning process successful in the classroom. In the classroom, The teacher have the main activities that teaching and arranging the classroom management activities helps to the students to solve the face problem as getting their mind. The duty of the teacher is not only teaching in the classroom but also to arrange the classroom atmosphere. The teaching learning process is to arrange or to organize the classroom environment like the aim of education, the rule and procedure of teaching, use of material and equipment, discipline and consequences, teacher and students relationships.

Effective management in the classroom is discussed as a co-operative enterprise linked to classroom and school process and the development of good relationships. It is considered from four aspects: Management in the classroom, Mediation with individuals, modification of behavior and monitoring school discipline. (Cuming, 2010: i)

Al Jabar Elementary school takes-part in believe-value or rule Islam management to create the regret students with the teachers, parents, and the vicinity society. It is one of the superior elementary school which improving the curriculum integrated. It has a Islamic curriculum and KTSP 2006. In this case, it is needed the professional teacher, a lot of suitable modern equipments, arrangement the classroom, teachers-students relationship, the best material teaching, the method of teaching.

Al Jabar is one of the superior elementary school has a lot of clever, diligent students and parents' responsible. Language instruction has five components-students, teachers, materials, teaching methods and evaluations. In this case of this research, the researcher will investigate in Elementary School of Al Jabar, this research chooses Al Jabar Elementary school based on some consideration the teaching methods learning process in the classroom.

Based on the previous background, this study focus on the following aspects classroom management in teaching English as a foreign language. The title of the thesis is **CLASSROOM MANAGEMENT IN ENGLISH TEACHING LEARNING PROCESS: A MICRO ETHNOGRAPHY STUDY AT AL JABAR ELEMENTARY SCHOOL GONDANG, SRAGEN**

B. Problem statement

This research's focus is to unearth how the classroom management in English teaching learning process at Al Jabar Elementary School. The major questions will be subdivided into following focuses:

1. How is the implementation of the classroom organization in English teaching learning process?
2. What are the materials and equipments used in English teaching learning process?
3. How are the discipline students in English teaching learning process?

C. Objective of study

The objectives of this research are the following:

1. To describe the classroom organization at Al Jabar Elementary School
2. To describe the material and equipment used at Al Jabar Elementary School?
3. To describe to discipline the students at Al Jabar Elementary School?

D. The Benefit Of The Study

The study is expected to be beneficial in English language teaching particularly teaching reading. The benefits of the study are as follows:

1. Theoretical benefit

The finding of the study is expected to contribute the theory of the quality teaching English.

2. Practical benefit

- a. The finding of this research will give students informative feedback concerning with English teaching to encourage their motivation to study more.
- b. The result of the research can give some inspiration and information of teaching to the English Teacher.
- c. The result of the study can be used as a reference for other research who wants to conduct a study in teaching English.