

# **CHAPTER 1**

## **INTRODUCTION**

This chapter provides some topics related to the Background of Research, Research Question, Research Objectives, Research Significance, Scope of this Research.

### **1.1 BACKGROUND OF RESEARCH**

Teachers' roles in the teaching and learning process are significant because they teach and carry out classroom management activities. In addition, teachers' roles are also vital to make the learning process enjoyable (Sibarani: 2017: 1 as cited in Pungki and Suwartono, 2019). Thus, students can learn in a pleasant atmosphere. In the teaching and learning process, a teacher is the primary key to creating a friendly classroom atmosphere. In teaching the lesson, a teacher has important goals that are to make useful classroom management and a positive learning environment that can attract and supervise students (Brophy, 1996 as cited in Praveen and Alex, 2018). A teacher who has excellent competences will be able to create the right learning environment and it makes the learning objectives successful and achieved effectively and efficiently. According to Oliver and Reschly (2010) in Praveen and Alex (2018), positive learning environment methods that can create and enhance constructive interactions produce successful classroom environments.

A classroom atmosphere has a considerable influence on students' ability to focus and absorb learning optimally. By developing systematic learning engagement, students can be involved in meaningful activities that support their learning regularly (McDonald, 2010 as cited in Praveen and Alex, 2018). If the class is managed well, the students will be interested in following the learning. It means that they can focus on absorbing knowledge. Conversely, if the class is not handled properly, what happens will be the opposite. The students will consider that the learning in the classroom is tiring and boring, which means that they cannot focus and absorb the knowledge optimally during the learning process. It makes the students' misbehavior appear during the learning process. The teacher must be creative by working in a positive learning environment, identifying conditions in the classroom and carrying out activities that encourage proper behavior in the classroom (Hardman and Smith, 1999 as cited in Praveen and Alex, 2018). Therefore, as a teacher, conducting classroom management is a necessity.

Classroom management can influence the learning process, including English as a foreign language in class. Classroom management is the teacher's skill to create, maintain and restore the classroom atmosphere when there is a disruption in the learning process. It also refers to teachers' strategies to enhance students' collaboration and involvement and reduce students' disruptive behavior, thereby maintaining an appropriate learning environment (Postholm, 2013 as cited in Adams and Haute, 2016). Classroom management has been created to achieve teaching objectives by managing the classroom's physical environment, setting rules and procedures to maintain attention on learning and engage in academic

activities, which are actions taken to produce and keep a conducive learning environment.

Three dimensions of a classroom management inventory can measure the teacher's style in managing a class. Those dimensions include learning management, human resource management and learning management (Martin, Yin, & Baldwin, 1998 as cited in Praveen and Alex, 2018). Teachers cannot control their students' misbehavior by merely telling them what to do but they can play an essential role in helping students make choices because it will lead to positive behavior changes (Glasser, 2001 as cited in Praveen and Alex, 2018). The teacher has to know that not all students come from a secure and healthy environment. According to Glasser (1998) in Kianipour and Hoseini (2012), the five basic needs that all human beings have include love and belonging, fun, freedom, power and survival. If a person's basic needs are not met, then they will act in such a way as to meet the needs (Kianipour and Hoseini, 2012).

English class in most Indonesian junior high schools comprises at least 30 students and is categorized as a large class. A large classrooms contains 30 students in one classroom (Brady, 2013 as cited in Kristiana, Arbain and Fitriana, 2019). Indeed, the classrooms will consist of students with different characteristics, interest, learning styles, motivation, and knowledge. Teachers find it difficult when teaching large classes as they deal with communication problems, have lack of control and personal attention from the students and experience ineffective group learning (Bahanshal, 2013 as cited in Kristiana, Arbain & Fitriana, 2019). According to Marzano, Marzano & Pickering (2003) in Yildi (2017), a teacher must be aware of students' characteristics and possess proper

classroom management. The other research about classroom management in EFL classes conducted by Habibi (2018), Sofwan (2017), and Syarifah (2016) found that classroom management is an important aspect that must be mastered by teachers.

Teachers have faced several problems in managing classrooms, such as large classes, and students' misbehavior, . Therefore, teachers must use strategies to manage EFL classes. The phenomenon happened at the eighth grade students in SMP N 7 Singaraja. The EFL teacher teaches a large class of 32 students especially in grade eight Classes B and C. Large classes are teachers' challenges that are always faced and complicated (Carolyne and Tchanchane, 2010 as cited in Kristiana, Arbain & Fitriana, 2019). During the learning process, the teacher also found students' misbehavior. Misbehavior is a behavior that is regarded as incompatible for the situation in which it occurs (Charles, 2008). Some students in the classroom were busy with themselves and ignored the teacher's explanations.

Furthermore, when the researcher did the first observation in SMP N 7 Singaraja, the researcher found that the teacher taught a large classroom in the eighth grade and students' misbehavior always appeared when the learning process was going on. During the learning process, the teacher had fulfilled the students' needs in the classroom, but it was still insufficient to fulfill the students' needs. Because of that, the students did misbehaved. The students were not paying attention to the teacher but were busy with their friends and talking to each other. It happened because the teacher did not have any specific strategies to fulfill the students' needs. According to Kianipour and Hoseini (2012), teachers must use

strategies to keep students engaged in their learning and provide education that will meet the needs of today's society.

Based on that phenomenon, the researcher decided to conduct a research on classroom management in English as a Foreign Language classroom. In this case, SMP Negeri 7 Singaraja is the setting that has been chosen because the researcher did initial teaching practices and found the problems were with classroom management. Therefore, the researcher appointed SMP Negeri 7 Singaraja as the research subject and made observation to make sure the issues really happen in the classroom. In addition, this research was conducted to observe how an EFL teacher manages students' misbehavior and how an EFL teacher manages a large class.

## **1.2 RESEARCH QUESTIONS**

Based on the research background stated above, the research question could be seen as follows:

1. How does the EFL teacher manages students' misbehavior in the EFL classroom at SMP N 7 Singaraja at the eighth grade students?
2. How does the EFL teacher manages big EFL classrooms at SMP N 7 Singaraja at the eighth grade students?

## **1.3 RESEARCH OBJECTIVES**

Based on the problems that mentioned previously, the objectives of this research are formulated as follows:

1. To investigate the EFL teachers' way of managing students' misbehavior in the classroom
2. To investigate the EFL teachers' way of managing a big EFL classroom

## **1.4 RESEARCH SIGNIFICANCE**

### **1.4.1 Theoretical significance**

Theoretically, the result of this research is expected to be useful and give additional knowledge and information, especially on how an EFL teacher manages students' misbehavior and the way the EFL teacher manages a big EFL classroom at junior high school.

### **1.4.2 Practically significance**

#### **1.4.2.1 For the teacher**

The results of this research were expected to help the teacher in creating classroom management strategies more interactive and interesting during the learning process. It can be as reference or source for teaching students and it can improve a teacher's knowledge in understanding this case.

#### **1.4.2.2 For the students**

The results of this research were expected to help the students understand more the meaning of setting classroom management, especially in an EFL class.

#### **1.4.2.3 For the future researcher**

The results of this research were expected to be a source of information for other resources of similar research.

## 1.5 SCOPE OF THIS RESEARCH

This research was concerned with the EFL teachers' in managing the classroom during the learning process. It focuses on investigating how the EFL teacher manages students' misbehavior and how the EFL teacher manages a big EFL classroom at junior high school.

