

## **Chapter One**

### **Introduction**

This chapter is divided into seven points. Those are the background of the study, identification of the problem, limitation of the research, research question, and objective of the research. The significances of the research and outline of the research are also delivered in this chapter.

#### **Background of the Study**

School is a place for students to learn something. In a classroom there are two actors. They are students and teachers. The teachers' duty mostly happens in the classroom to teach students to provide optimal learning context. Optimal learning context will be achieved if the teachers are able to organize, facilitate and control the students in pleasant situations to achieve learning goals. To achieve the goals, the teachers are required to be able to teach and manage the classroom at the same times. Therefore, it becomes a challenge for the teachers to implement teaching and managing a classroom at the same time.

Teaching is an activity that is done by the teachers to help the students achieve the learning goals. In teaching activities, the teachers review the needs of the students, draw up the lesson plans, present the materials to students, ask some questions to students, and assess students' progress. Rajani (2011) explained "Teaching is the activities which are concerned with the guidance or direction of the learning" (p.2). It means that teaching is an activity which requires the teachers to have good skill in managing the classroom.

Meanwhile, managing a classroom is different from teaching. Classroom management is a teachers' activity to establish students' soft skill. This activity aims to establish and maintain a classroom atmosphere, so the teaching activities can

become effective and efficient. According to Everson and Weinstein (2006, p. 4), the classroom management is the teachers' actions in the environment which support and facilitate both social-emotional learning and academic knowledge. It means that the classroom management is one of the activities to develop the students' behaviors. Managing the classroom needs the collaboration between interpersonal and socio-emotional skills to maintain the class to be effective and conducive. All of the teachers definitely want the best thing for their students. Therefore, good classroom management strategies are needed for learning activities to help the students to have a good output. For example, the teachers give some rewards for students who have good soft skills and hard skills. Besides, punishments will be given for the students who have bad soft skill and hard skill.

Based on the research conducted by Everson and Weinstein (2006), teaching and classroom management are related to each other. These two things have to be balanced in practice to achieve an effective learning process. When the teachers only give the material without having ability to manage a class properly, it would be useless.

In addition, Smith (2002) contends that classroom management ability will not only help the students have good hard skill, but also it will help the students have a good soft skill. The teachers are considered having good skill in managing a classroom if they are able to control the classroom to be effective and conducive. When the teachers are able to control and manage a classroom maximally, it is not only helping the students to achieve academic and non-academic performance, but also it helps the students to feel pleased and enjoy the learning process.

Those statements above show that all teachers are required to be able to manage the classroom well. Every teacher has a different strategy in managing a

classroom based on the level or even the class that they teach. For example, the strategies used by elementary teachers will be different from the strategies used by junior, senior, and university teachers. It means that the teachers who teach different level of students need different strategies to manage the classroom.

Based on the researcher's experience at SMA Muhammadiyah 2 Pematang in 2010 and the information from one of the teachers early 2017, not all teachers of SMA Muhammadiyah 2 Pematang could manage the classroom maximally. For example, there were several students who played their mobile phones when the teachers gave an explanation in front of the class. When the teachers created a group discussion in the class, there were several students who discussed a topic that was not related to the subject. Even, some of the students were sleeping in the class during the learning process. Moreover, several students in class XII IPS were found smoking at the canteen of school during learning process. In addition, there were some students who came late. In the meantime, there were rules saying that students were not allowed to leave the class during learning time, to smoke at the school, and to come late. Those cases always happened in English lesson. These phenomena do not support the effective learning process.

The problems above occurred because probably not all the strategies of classroom management were applied maximally by the teachers during learning process. According to the students who study in that school, the teachers did not punish the student who smoked at the canteen during the learning activity. The teacher did not give punishment to the student who came late. The teacher did not give a punishment for the students who played their mobile phone during the learning process. When the teachers taught the students, the students complained that the teachers did not give detailed explanation and did not use simple language to explain

the subject. Usually the teacher only gave the materials based on the text book without giving the conclusion and further explanation. These cases could be minimized if the teachers apply the strategies of classroom management well.

These problems made the researcher curious about classroom management strategies that the teachers used at SMA Muhammadiyah 2 Pemalang; whether they already implemented classroom management strategies properly or not. The researcher hopes the findings of this research can become suggestion for the teacher to develop the teachers' strategies of classroom management at that school. Therefore, the researcher was interested in conducting a research at SMA Muhammadiyah 2 Pemalang with the aim to discover the teachers' strategies of classroom management at SMA Muhammadiyah 2 Pemalang.

### **Identification of the Problem**

There are some aspects that can be studied in the field of the classroom management. One of the aspects is the benefits of classroom management strategies. The teacher can establish an effective and conducive learning context. Beside that applying the classroom management strategies, teachers can teach the students the good soft skills. Moreover, the effects of classroom management strategies can also be studied. The implication of classroom management strategies may give positive or negative effects. It depends on the way that the teachers apply the strategies in the classroom, school environment, and the students' background. The classroom management can also emerge challenges for the teacher. For example the teachers know the students' psychology, analyzing school and students' environment, and creating the good relationship between students and teacher. To overcome the challenges, there must be strategies used by the teachers. These are several topics which can be studied related to the classroom management strategies.

### **Limitation of the Study**

The limitation of the study is the researcher only focused on the strategies of classroom management at SMA Muhammadiyah 2 Pematang. The researcher discovered and identified the teachers' classroom management strategies applied in the class. The researcher did not discuss the background of the students nor the facilities of the school or the school environment.

### **Research Question**

The research question in this research is "What are the teachers' classroom management strategies at SMA Muhammadiyah 2 Pematang?"

### **Objective of the Study**

The aim of this research is to find out the teachers' classroom management strategies at SMA Muhammadiyah 2 Pematang.

### **Significance of the Research**

The researcher hopes that the findings of this research will give the significant value for:

**The Institution.** This research gives information about the strategy in classroom management that has been applied. This research can help the institution to solve some problems in classroom management. In a way, the institution used the findings as the references of classroom management strategies.

**The Teacher.** The findings of this research give information to teachers about the classroom management strategies that can be used as self evaluation. The teachers can use the result of this study to develop their strategies in managing a classroom.

**The next researchers.** This research can be a reference and additional information for the next researchers who are concern in classroom management strategies.

**The student teachers.** The students especially education department students are able to take the advantages from this research because there are some information about the varieties of classroom management strategies. They can use the findings as the resources to develop their strategies in managing a classroom.

### **Outline of the Research**

This research contains several chapters and is organized into five chapters. Those are chapter one which consists of the introduction, chapter two which is the literature review, and chapter three which is the research methodology. The next is chapter four which presents and discusses the findings. The last is chapter five which consists of the conclusion and recommendation.

In chapter one, the researcher explains the general description and the issue of the topic. This chapter is divided into several sub chapters; they are the background, the statement of the problem, the objectives of the research, the significance of the research, the research question, and the outline of the research.

Then, chapter two discusses a description at the topic of the research. The researcher uses some references from the experts who have examined the subjects with regard to the title of the research. Besides, there are reviews from previous study related to the study.

The next is chapter three. The researcher discusses the research methodology. This chapter contains several sub chapters. They are the research design, the setting and participants that the researcher used in this research, the data collection method, and the data analysis.

In chapter four, the researcher delivers the findings of the study. The findings deliver the result of the data analysis based on the interview. Then, it discusses the findings based on the literature.

The last is chapter five. The researcher presents the summary of this study that covers several sub chapter; they are the conclusion and the recommendation. In the conclusion, the researcher concludes the results of the research that has been done. Then, the researcher gives some suggestions or recommendation of this research.