

Chapter One

Introduction

Background of the Study

Lecturers are people who dedicate themselves to teach or transfer their acquired knowledge to their students. Lecturers are supposed not only to transfer experience or knowledge, but also to possess skills of classroom management since the skills were needed by the lecturers to make their teaching and learning process to become effective. Indeed, lecturers would be competent if they have knowledge or expertise in a certain area (McGroskey, (1992) as cited in Jasen, Teven,Trudy & Hansen (2004).

Classroom management is an important aspect of teaching and learning process. It is a process of integrating resources and responsibilities towards the accomplishment of stated goals (Rahman, Jumani, Basit, Chishti & Ajmal, 2010). Lecturers should know how to act to overcome misbehavior of the students. Moreover, lecturers are also required to be able to arrange the classroom more interesting.

This is based on researcher's experience when she was in elementary school until senior high school that lecturers in the past and now are really different. Many changes have happened from the way to manage classroom to handle the students. Based on the researcher's experience when she was in elementary and junior high school, lecturers were used to manage classroom by doing physical reaction to the students who did not want to follow lecturers' command. Physical punishment has

been found to negatively impact the academic performance of children (Talwar, Carlson, & Lee, (2011) as cited in Kinsley, Abigail, Gameli, Rita, Nkansah, (2013)). In this respect, if the students broke the rules or the regulations, lecturers directly got angry to the students or directly gave physical punishment. Consequently, the students felt insecure and followed all commands from the lecturers because they really scared. Currently, lecturers and also lecturers were not allowed to give physical reaction to the students because it will harm the students' mental development. In this light, lecturers then need to provide different ways to react to the students' misbehaviors. In fact, many students don't want to follow the lecturers' command. Instead of giving punishment, the lecturers get a big deal to manage the classroom.

Lecturers at present days should know the good techniques of classroom management and should know how the way to handle the students without physical reaction. According to Laslett (2002), classroom management is not to deny that the actual classroom environment may or may not increase their tendency to misbehave, but rather to emphasis that there were causative factors outside the control of the lecturers which influence these pupils to be the centers of instability in the classroom. Therefore, if the students make a mistake, the lecturers should know what to do to make the students stop doing the same mistake. Possessing good management skills is needed to handle the students who conduct misbehave without using physical punishment since physical punishment may affect their health, mental development or psychological condition.

Malik, Murtaza & Majeed (2011) recognized that lecturers are backbone of educational system because knowledge is given from the lecturers to the taught. When we choose the decision to become a lecturer we also should be ready to know about techniques of classroom management. In other words all of the lecturers should know how to manage the classroom. Know how to make an activity plan in the classroom, organized the classroom, deliver material in accordance with syllabus and can modify it.

Kifayat, Saeed & Iqbal (2011) Said a good lecturer is a lecturer who has good classroom management technique and has better knowledge. Imagine that, there is a lecturer who teaches in the classroom at senior high school. He or she is smart, has a good knowledge and master the material well, but the students do not pay attention to her/him, because the class is too crowded and she did not know how to handle it. She is angry to the students and make the students scared to that lecturer. Automatically, that lecturer will fail in delivering the materials to the students. Such a case may take place when the lecturer did not have good classroom management.

The practice of good classroom management comprises the use of techniques that increase students' cooperation and involvement in classroom activities and thus avert problems from occurring. (Rahman et al., 2010). In short, if the lecturers only have good knowledge, it is not sufficient. The lecturer's knowledge mastery should be supported by good classroom management skill. Seeing the significant roles of the classroom management skills in teaching, the researcher proposed to make a study to examine what classroom management techniques applied by the lecturers. Also, the

researcher wanted to investigate the ways of classroom management implemented by lecturers in the process of English language teaching and learning at English Education Department of Yogyakarta.

Statement of the Problem

Classroom management is an important skill that lecturers should have. Every lecturer has different techniques implemented in their class to make their class become effective. There were some techniques used by lecturers in classroom management such as establishing a positive classroom climate, creating effective communication channel, and imposing discipline. As such techniques had not been studied at UMY, the researcher attempted to find out some techniques implemented by lecturers at EED UMY to make their class become more effective.

The Limitation of Problem

There were some techniques in classroom management such as establishing a positive classroom climate, forming routines, creating effective communication channel, differentiating gender and imposing discipline. However, in this research, the researcher just focused on three classroom management techniques such as establishing a positive classroom climate, creating effective communication channel, and imposing discipline. The result of this research would reveal the techniques implemented by lecturers at EED UMY and know the challenges faced by EED lectures and some solution to overcome them.

Research Questions

This research focused on lecturer's management classroom techniques to their effectiveness in the teaching and learning process in their class at EED UMY. The research questions of this study are formulated as follows:

1. What are classroom management techniques applied by the lecturers of EED UMY?
2. What are the challenges faced and solutions offered by the EED UMY lecturers in the implementation of classroom management techniques?

Purpose of the Study

There are two points of purposes of the study. There are:

1. To find out classroom management techniques applied by lectures of EED UMY
2. To identify the challenges faced and solutions offered by the EED UMY lecturers in the implementation of classroom management techniques

Significances of the Study

This study would give some significance for the researcher, lecturers, students, and other researchers.

Researcher. The researcher would get more knowledge to manage classroom. Also, the researcher may compare and choose different techniques to be applied in her class.

Lecturers. The lecturers would be able to know about good techniques to manage class in order to make their class become more effective.

Students. The students might be able to be more interested and comfort when learning process in the class with good techniques of classroom management.

Other researchers. The researchers would get some knowledge about good classroom management skills from lecturers at EED UMY. Furthermore, they can make further researches based on the findings in this study.