

Chapter Two

Literature Review

In this chapter the researcher discusses reviews related to the topic. The researcher took some journals and books to strengthen the topic. Firstly, the researcher discusses about the definition of classroom management. Secondly, it is about the component of classroom management. Thirdly, it is the rules of classroom management. Fourthly, it is the techniques of classroom management. Fifthly, it is discussing students' miss behavior. Lastly, the researcher shows a conceptual framework of this research.

Definition of Classroom Management

According to Okutan (2013) classroom management is the basic step of management science. In the process of education, classroom management is a complex exercise that demands talent, skill, energy and ability from lecturers to manage classrooms because it directly deals with the behaviors of the students. Classroom management is an essential activity which is really central not only to produce but also preserve a helpful and methodical atmosphere. Classroom management also includes planning or preparation of teaching and learning material, organizational the material, arrangement of the classroom, creation of expectation and establish and enforcement of rules and routines in the classroom, (Brown, (2000) as cited in Ahmad, Rauf, Khan, Rashid & Ali, (2012)). Smith and Laslett (2002) said classroom management emphasizes that learning and teaching were complementary activities. Karp (2002) as cited in Rahman et al. (2010) explained in her philosophy

for the classroom management plan, “In a classroom, all of students have the right to learn safely and with dignity, as the lecturer has right to teach safely and with dignity”.

According to Solis (2005) as cited in Rahman et al. (2010) classroom management ideally should be a common understanding between the lecturer and the students. Another word, lectures should make a deal with the students that they can obey. In order to work more effectively, and make the students easy to understand when lectures teach them, classroom management should be practiced appropriately. According to Abbasi, Murtaza and Riaz,(2011) as cited in Muztaza, Majeed, Rehman and Saeed, (2012), classroom management is a skill that should be practiced daily. Process of classroom management should ensure that classroom lessons run smoothly despite of disruptive behavior by students (Ahmad et al., 2012). In process of education, classroom management is complex exercise that demands talent, skills, energy and ability from lecturers to manage classrooms because it directly deals with the behaviors of the students.

Component of Classroom Management

In this part there were several components in classroom management such as content management, conduct management and covenant management. (Kifayat et al., 2011)

Content Management. Kifayat et al. (2011) maintained that content management occurs when lecturers manage space, materials, equipment, the movement of people, and lessons that were part of a curriculum or program of

studies. Content management not only refers to skill peculiar teaching a particular subject but also to those skills that cut across subjects and activities. Lecturers should show their skill and abilities to create a good learning environment to make the student feel comfortable and were sure that they can succeed both academically and personally.

In short, content management is setting of activities such as effective utilization of classroom space, designing instructional activities that support the objectives of lesson, gaining the students' attention before speaking, choosing the teaching method according to the situation, providing need base preferential seating to the students, using information technologies to enhance learning, performing a variety of activities during teaching to increase students' participation and discussions, using regular questioning to judge students' progress, establishing eye contact with students during teaching learning process, providing drill and review when necessary, giving and checking the homework regularly, giving and checking the classroom work regularly, conducting classroom tests for evaluating the students' performance.

Conduct Management. Conduct management refers to the set of procedural skills that lecturers employ in their attempt to address and resolve discipline problems in the classroom" (Froyen & Iverson, (1999) as cited in (Kifayat et al., 2011)).

Conduct management includes correction of inappropriate and irresponsible behavior, strategy of ignoring, gentle verbal reprimands, employing logical consequence, delaying, preferential seating, time owed, and time-out respectively. For a lecturer, it

is very important to chalk out an effective conduct management for maintaining good classroom discipline and preventing unwanted behavior.

Covenant Management. The third main element of classroom management is covenant management. Froyen and Iverson (1999), as cited in Kifayat et al. (2011) said, lecturers should create classroom climate conducive to the students' acceptance, lecturers should showing patience, appreciation of the student's work, always keep in touch with student's parent to discuss about development of the students, know names of the students, recognize students well and using a sense of humor during teaching learning process.

The Rules of Classroom Management

There are four rules of classroom management, namely opening the classroom, closing the classroom, lesson includes content and manner, and the last understands the students.

Rule one: Opening Classroom. This role is to avoid problems which can arise if the students are promptly engaged in a useful activity. There are some processes of getting them in. First, it is called greeting. It is when the lecturers check whether the room is tidy, materials were available and all the equipment has ready to use. Second, it is seating. Seating arrangement is also needed in the classroom. Lecturer should know how to arrange sit of the students because lecturer will able to quickly remember individuals' names. Third, it is starting. To start a lesson, the lecturers were encouraged to make ice breaking like games, work cards, anything because they rarely arrive at the same time.

Rule two: Closing Classroom. There were two phases of closing the class or get them out namely concluding a lesson and dismissing a class. The concluding a lesson, it is such circumstances when the class will over, the student were still busy with their writing or something, in this phase suggested that the lecturers should give an early warning that will be time to stop. It will give the opportunity for the lecturers to give a revision, recapitulation and can give question and answer session to the student to check their understanding of the materials that have explained. The lecturers also can give the summaries to the students and explain what the next activity in the class.

In the dismissing a class, lecturers should consider time management in teaching. Because the students should be helped to prepare to their next activity, it is important to remind them to not have thing left. Before the class end, the lecturers should prepare time to give a feedback, clearing up, checking up, etc.

Rule Three: Lesson. This phase is also called as get on with it. The word ‘it’ refers to the main part of the lesson, the nature of the content and the manner of the presentation. There were two phases in get on with it. Those were content and manner.

Content. Sometimes content of the lesson did not match with the students’ ability. Both department and faculty should design the content of curriculum which is appropriate for the students. The material should be closely examined to see whether learning experiences were suitable of aptitudes and ability of the students.

Manner. Before speaking to the students or speak in front of the class the lecturer should make the students pay attention to explanation of the lecturers. It can help the students able to listen carefully, so that they can follow the information. The important thing for the lecturer is always using their eyes to communicate to the students it can make them reduce doing a misbehavior because they were being watched.

Rule Four: Understanding the Students. This rule explains that lecturers should understand their students individually. Know their feeling, skill and their passion. In another word, lecturers should respect students and know what happens to the students and be sensitive to the mood of the whole students.

Techniques of Classroom management

There were several techniques of classroom management that were usually used by the lecturers such as establishing a positive classroom climate, establishing routines, establishing effective communication channel , differentiating gender and imposing discipline (Marsh 2008).

Establishing a positive classroom climate. According to Arthur and Gordon (2003) as cited in Marsh (2008), to make classroom managers successful, they need to establish class ecology. In other hand, to be good manager in the classroom, the lecturers should be warm and friendly. Marsh (2008) said most educators agree that classroom management is not successful because the lecturers were not friendly, threatening, disruptive and cold to the students. According to Charles (2004) as cited in Marsh (2008) said clearly emphasizing a classroom climate characterized by

positive communication, warmth and support and one would likely enable productive, enjoyable activity and occur.

Marsh (2008) gives directions that were simple not likely to confuse, give them activities that almost students will succeed in doing; have all students engage in the same activity; structure the activity so you were free to monitor the conduct of students. In establishing a positive communication channel, a lecturer also needs more energy. According to Brown (2000) Energy is an aura of creativity sparked by the interaction of students. Energy drives students toward higher attainment.

Establishing Routines. According to Marsh (2008), to manage classroom, the lecturer should consider about establishing routine. It means that it depends on a style of interaction between lecturers and students. The important thing for the lecturer to manage classroom is to establish a number of routine, because this can reduce the number of chance of major disciplinary problems occurring (Cohen, Manion & Marisson, (1998) as cited in Marsh, (2008)). Ahmad et al. (2012) concluded that “lecturers have an important role in classroom management and classroom atmosphere. Their role is crucial in influencing the behaviors of students. Lecturer can handle all of the problems in the classroom such as disruptions, deviant behavior or misbehaviors of students”.

Establishing effective communication channel. Other important thing of classroom management is being a good communicator in the classroom. It refers to what and how we communicate. Students will react positively to lecturers who face them with direct eye contact that is resemble the body language tell to the students

that “I’m serious to talk to you. Please listen carefully”. Marsh (2008) said a useful reminder about verbal effective communication is positive approach. It is to use communication to support students’ effort. To set up connection to students, lecturer should, first, value and respect what students think and say. Second, openly soliciting students’ ideas and feeling, for the last developing a genuine sense of vicarious joy when they learn something or otherwise succeed (Brown 2000). He also said it is necessary to give feedback to students on their each progress. Brown (2000) one major consideration, therefore in the effectiveness in playing roles and developing style in the culture in which you were teaching and the culture of your students. There is a number of roles and teaching style as they relate to lecturers and students (adapted from Hofstede 1986) but here the researcher just mentioned two of them: Lecturers can admit when they were wrong and still maintain student’s respect and lecturer expect students to find their own way. Actually verbal communication is equally important with non-verbal communication. There are some *things to do* and *things not to do* about non-verbal communication.

Things to do. First, when speaking, lecturers must make eye contact with the students. Second, scan students frequently while the lecturers were talking. Third, use positive expression and gestures. Forth, direct lecturers’ body to the specific students addressed and the last, move systematically to students in different locations in the room.

Things not to do. First, lecturers should not look away when they were talking to students. Second, lecturers should not do an impolite behavior for

example: sitting on the table and the last make all directions from a single location in the room.

Differentiating Gender. Male and female have different self-esteem. Female have lower self-esteem and confident than male (Butler 1990; Tullock 1995; Marsh 2008). Hall's (1995) and Marsh (2003) concludes the female students were less likely to be called upon directly by lecturers than male. Sometimes, lecturers talk to males whenever they were in the room, to female only when they were nearby; and lecturers tend to remember the names of male students better than female. Having male/female within a classroom can cause major management difficulties for lecturers. The solution sometimes needs to include resource to school-wide policies on gender equally. (Luiselli et al., 2005) as cited in Marsh, (2008)).

Imposing discipline. Classroom management cannot be separated from discipline. If the lecturers cannot overcome this problem it will be a big deal. According to Brown (2000), in resolving disciplinary problem is try to find the source of the problem rather than treating symptoms (for example if your student didn't attention with you, it could be she/he lack of sleep. You can suggest your students to sleep early and set the schedule well. According to Romi, Lewis and Roaches (2013), lecturers usually using tools and techniques to produce behavioral change as needed, and prevent discipline problems. Students should be aware of the class punishment that might be incurred and agreed by both parties' lecturers and students. Marsh (2008) said it is necessary to name student, identify misbehavior and indicate what behavior is needed. In certain case it will be necessary to make the students know

about the consequences about persistent misbehavior and these should be followed through consistently. According Brown (2000), the lecturers should explain clearly to their students what their expectations were regarding their behavior in the class (speaking, turn-taking, respect for other, group work, individual work, etc.)

Some useful things to do and not to do for lecturers include following:

To do. First be consistent with the punishment that given to the students, second get the offending students to state how they should behave and the last top the offending behavior as inconspicuously as possible.

Not to do. Gives additional school as a punishment, second give punishment to a whole class when only one or two individual were to blame se sarcasm and ridicule that usually called bullying

Previous Study

There had been research on implementing classroom management. Dhaliwal (2013) investigated teacher perceptions and management of challenging student behavior in primary school classroom. The study was designed qualitatively as a small-scale educational research project. Dhaliwal (2013) explored eight teachers as the participants. After the interview, the study found that teachers should work collaboratively with their peers and school management in order to minimize students' misbehavior. This study also found that the teachers should share their perception and attitudes on managing a classroom.

Schneiderová (2013) also researched effective classroom management in young learner's language class. The research was designed as an action research in

which the researcher intended to find out if establishing classroom rules and application of positive reinforcement could reduce the disruption occurred in a classroom. As an action research, the Schneiderová (2013) used his own students as the subject of his research. The data were collected through documentation. The finding of this research showed that application positive reinforcement developed the management of discipline. Also, this research found that establishing rules had advantages on students' behavior.

The next research was conducted by Nasey (2012) who investigated teachers' use of classroom-based management strategies. The study was designed as quantitative study in which the researcher distributed questionnaires as her instrument. The participants of this study were 53 teachers of the country. The result showed that most schools used a school-wide discipline plan. Also, the study stated that teachers communicated and monitored their students frequently during lessons to prevent students' misbehavior.

Conceptual Framework

The framework of classroom management has three aspects in classroom management: component of classroom management, rule of classroom management, and techniques of classroom management. "Recent research has addressed the effectiveness of a number of classroom management techniques" (Lewis, 2001; Lewis, 2005; Lewis at al., 2009). However, this study emphasizes on investigating the techniques of classroom management. In this research the researcher saw how these three techniques were implemented by lecturers at EED UMY, the way to

implement classroom management techniques and the last is about some challenges/problems faced by lecturers and some solutions to overcome them.

Table Figure 1.2

