

CHAPTER 1

INTRODUCTION

1.1 Background of Study

We all agree that the teacher has important role to develop students ability, skills, and perhaps students hidden potential. As a teacher, it is important to create healthy class environment in order to make teaching and learning activity more effectively. There is many things that teacher have to do prior and post activity. Apart of great function that teacher posses, there is still lot of obstacle that teacher engage in. One of them is managing class or one that called classroom management.

Robert T. Hauber (2007 : 4) in his book stated that classroom management is teacher's greater concern that makes teacher success or failing to become one. Robert also pointed out that discipline is crucial thing that has to be maintained during the class. However, to maintain class in order during teaching learning process is not as easy as flip a hand. If we look around our present education system, there is so many obstacle that teacher must face against in order to teach properly and create an effective class such as oversized classroom, lacking materials to teach, and

even more students attitude. Jhonson (2004 : 6) stated that almost 70 % teachers in various schools have problems with disruptive student and the problem is always lacking of discipline. The thing is, Teachers do not focus on learning classroom management, because higher education programs like universities do not put an emphasis on the teaching classroom management for future teachers. Instead, the focus is on how to create a conductive learning atmosphere for the student. They believe by learning how to create good class environment they were able educate upcoming generations properly and successfully, and ensure future successes of a nation. However, they don't realize when it comes to "what to do when the class is going to out of course? "

Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher's responsibility; discipline is the student's responsibility" (Marshall, 2003:7). Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes very difficult for them to regain the control. Based from theories stated from moskowit and hayman above, classroom management is important element that teacher mush acquire in order to become great one.

The idea of this research began at researcher actual experience in teaching at junior high school at Langsa. While doing so, researcher faced difficulties in managing a junior high school age students as lot of them arent listening to what teacher said, refusing to working on researcher so-planned lesson. The students themselves are very active as they began to grow but their active is placed in wrong moment such making fuss in the class, being annoy to other, and the worst is their disrespect action to their friends and even their teachers which all of those actions can directly disturb teaching learning activity. In the end, researcher wondered about one thing : How actually teachers deal with this situation that may occur every day ? That's why researcher being motivated to conduct this research. This research itself is aiming to find out what kind of classroom management strategies applied by teachers at SMPN 1 Langsa and teachers difficulty in managing class. Researcher hopes this reseach able to answer and give contribution to education field about classroom management so that in the future, the new teachers or even researcher himself able to come with new way or method relate in classroom management and become good educator.

1.2 The Problem of Study

In corelation with classroom management in junior high school, researcher has formulated questions to answered which are :

1. What kinds of Classroom management applied by English teacher at SMPN 1 Langsa?

2. What are teacher difficulties in managing english classroom?

1.3 The Purpose of Study

Based on problems mentioned above, aims of this research are :

1. To find out what kinds of classroom management applied by English teacher at SMPN 1 Langsa
2. To find out the difficulties that faced by english teachers at SMPN 1 Langsa.

1.4 Scope of Study

There are many aspects within class management. However, researcher will limit the study only on classroom management models applied by English teachers in the classroom along with difficulties in managing Junior High school students class especially at SMPN 1 Langsa

1.5 Significance of Study

By doing this research, researcher hopes this study will give contribution to :

1. Teacher, this study is expected to increase knowledge about class management. Teachers atleast, understand the importance of classroom management and hope they were able to come with new and better method in managing a class effectively in future.
2. Educational field, for University and Faculty of English Education Department this study will contribute and enrich material to study in

classroom management aspect in hoping the university will take this matter as one of importance study material in result to generate good quality educator in future.

3. To researcher, this study obviously enrich and develop knowledge of researcher himself. This will help developing teaching skills if researcher going to involved in education field in near future.
4. To other researcher, this research can provide atleast some information regarding classroom management and some situation at SMPN 1 Langsa.