

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background Of Study**

Education is an essential thing for every human being. Education lasts from birth to adulthood. Without realizing it, Education is very closely related to our lives. Nothing is unrelated to Education. From children to adults, we carry out both formal and informal Education. Learning is an interactive process between students, teachers, and learning resources in a learning environment. Learning will live depending on how the teacher manages the class well. In terms of Education, of course, it is not far from the critical role of a teacher. Without teachers, Education will not run well. The teacher is someone who plays an essential role in the world of Education, both primary and secondary Education, teachers are always involved in an agenda of educational activities, mainly formal Education (Sri Warsono: 2016). Not only at school, Education can also occur outside of school, in the circle of friends, community, and family. Without Education, humans will not uphold human values. Education cannot be eliminated; moreover, Education is an essential aspect of building the future.

In Education, of course, good classroom management is needed. According to JM Cooper in Eliana (2010: 3), classroom management is a set of teacher activities to develop the desired behavior of students and reduce or eliminate unwanted behavior, as well as a set of teacher activities to create and maintain an orderly classroom atmosphere based on the principle of behavior modification (behavioral modification). In this regard, classroom management is seen as changing student behavior. The teacher's role is to develop, reduce or eliminate unwanted behavior. In short, teachers assist students in learning appropriate behavior through the application of existing principles. Alfian Erwinsyah (2017: 89) adds that management or management is the administration or management so that something that is managed can run smoothly, effectively,

and efficiently. So class management includes how the role and attitudes of teachers in classroom management to create a conducive classroom atmosphere. Classroom management is a process of controlling student behavior, and the teacher's task is to develop and maintain an orderly classroom atmosphere. In this case, teacher skills are needed to manage the classroom. Teacher skills here include the ability or skill of a teacher to conduct learning or manage classroom conditions, which aims to make the teaching and learning process more comfortable and orderly. An orderly and conducive class condition will be achieved when the learning process goes well. This impact occurs not only on teachers but students also experience these impacts.

Furthermore, Kamsinah (2021: 2) states that the definition of conducive learning is calm and orderly attitude that supports all activities carried out, including in the learning process, to create a comfortable classroom atmosphere. Meanwhile, Jumrawasi and Suhaili, N (2020: 51) state that a conducive learning environment is a learning environment in schools with a comfortable learning atmosphere during learning interactions. Conducive learning conditions can be achieved if teachers can manage students and teaching facilities and control them in a pleasant atmosphere to achieve learning goals (Pamela Sherly et al., 2019: 24). The following are the efforts of educators in creating classroom conditions that are expected to be conducive if; **1)** identify the factors that can support the creation of conditions that create conducive classrooms in the teaching and learning process, **2)** know the problems that can be expected and usually arise and can hinder the teaching and learning process, **3)** primary various approaches in classroom management, and also **4)** knowing when and for what problems an approach is valid.

Various problems and challenges arise in classroom management. The class disorder can be seen from multiple angles: (1) according to the number of perpetrators, and the problem can be categorized as (a) an individual problem, (b) a group problem, (2) while based on the substance of the problem, it can be classified into (a) problem class discipline, (b) class social problems, (c) class

socio-emotional problems, and (d) class physical problems (Salabi Ahmad, 2016: 75). Class discipline problems are related to the emergence of violations of class rules. Then the class social problem is related to the less harmonious class social climate, for example, the interaction problem between several children in the class. In comparison, socio-emotional problems are related to the individual and the child's emotional state, such as anxiety, fear, mutual suspicion, distrust of friends, etc.

In general, there are two factors are very influential in managing a Conducive classroom: student external and student internal factors. Student external factors include; 1) Completeness of Facilities/Tools, 2) Seating arrangement, 3) Temperature, air ventilation, and light regulation, 4) Classroom cleanliness and tidiness, 5) Grouping students, 6) Good communication. In comparison, the internal factors of students are related to behavior, emotions, and thoughts. The scope of the class with a different number of students gives rise to various characteristics. Students' personality with their respective features causes them to have different behaviors, emotions, and thoughts from other students individually. This individual difference can be seen in aspects, namely biological, intellectual, and psychological differences (Nurmadiyah & Asmariansi, 2020: 26).

Not all schools have good and Conducive classroom management. Not infrequently, some schools experience problems such as incomplete school infrastructure facilities, teachers deemed to be lacking in operating technology, monotonous learning methods, and so on. Therefore, the writer are interested in taking the title Teachers' Classroom Management During English Lesson At A Senior High School In Kuningan to know the steps teachers take in developing their ability to manage classes and the problems and challenges they face during the management process. The classroom and how teachers solve some of the challenges they face while creating effective and conducive classroom management. This research is expected to be feedback for high school teachers, especially English teachers, for future research and readers.

## **1.2 Scope and Limitation**

As the scope of this research, the writer was focused on the experience of English teachers through interviews for various problems faced during the classroom management process to create a conducive classroom atmosphere while teaching at SMA Negeri 1 Subang. The writer has set boundaries to focus on the experiences faced by English teachers during the classroom management process to create a conducive classroom atmosphere.

## **1.3 Urgency of Research**

Previous research conducted by Abdul Hamid . W et al. (2018) examined classroom management in creating a conducive learning atmosphere to improve student achievement. In his research, teachers have an essential role in classroom management to increase student achievement. The teacher's success in managing the classroom is evidenced by his ability to control the class and maintain effective classroom conditions. An important aspect that needs to be developed is the personal attitude of the teacher and the learning atmosphere. These two aspects will be able to trigger the students' potential to improve their quality further.

Furthermore, research from Yeni. A and Dina SN (2019) examine the urgency of classroom management in achieving learning objectives. This goal can be achieved if class management is carried out very well. Management in learning without planning, organizing, directing, and supervising, then the implementation of learning will not be well structured and orderly. The teacher can do the urgency of classroom management by creating and maintaining conducive, fun learning conditions to make students feel comfortable in participating in the learning process, as well as the need for the teacher's role in implementing classroom management such as conducting class organizing activities ranging from room arrangements, seating, media, tools, and learning materials to be delivered.

From those two studies the difference between this study and the two previous studies is the focus of the research. Research conducted by Abdul Hamid. W et al. focused on conducive classroom management to improve student achievement, and an analysis was conducted by Yeni. A and Dina S.N focused on the urgency and implementation of classroom management in achieving learning objectives. In comparison, this research focuses on the problems teachers face in managing the classroom in creating a conducive classroom atmosphere and solutions to these problems so that an orderly and conducive classroom atmosphere can be made.

#### **1.4 Problem Formulation And Research Objectives**

Based on the background of the study that has been described previously, the writer can describe the problem formulation as follows:

1. What are the problems that the teachers faced in creating conducive classroom?
2. How do the English teachers manage classroom during the English lessons?
3. What the important points as teachers in order to create a conducive classroom atmosphere?

From the three problem formulations, the research objectives are as follows:

1. To find out the problems faced by teachers in creating a conducive class.
2. To determine how the English teacher manages the class during English subjects.
3. To find out the important points for a teacher in creating a conducive classroom atmosphere.