

CHAPTER 1

INTRODUCTION

This chapter talks about the introduction to describe the research background, research questions, objective of the research, limitation of the research, significance of the research, and definitions of key terms.

1.1 Background of the Research

Teaching is facilitating and giving information to learner's needs, experiences, and attitudes while conducting targeted interventions to support their learning. The teaching-learning process aims to get students knowledge and develop an understanding about the material. To achieve the purpose of teaching, the teacher is a key who should be creative in choosing the materials and strategies of teaching to make the students easily understand the knowledge. One of the most essential skills for teachers to make a successful class in the teaching and learning process is classroom management.

According to Aliakbari and Bozorgmanesh (2015), classroom management refers to what the teacher does to organize students, space, time, and materials so the teacher can achieve specific goals in the learning process. Additionally, Mansor et al. (2012) state that classroom management includes behavior management because managing academic and behavior skills cannot always be distinguished, especially in the classroom. In other words, classroom management is essential to the whole education teaching process because it offers students an ideal learning environment, helps prevent undesirable student behavior, and makes students and teachers feel safer and happier. Moreover, the teachers need to be able to manage any disruptions in the classroom because some students may not obey the classroom rules created by the teacher and start to misbehave, such as not paying attention to the teacher while teaching the learning process, doing something private, and so on. Thus, it is the reason why the more proficient a teacher is in managing the classroom environment, the easier the teaching-learning process could be.

In teaching English to young learners, teachers face students with differences in cognitive development, motivation, and attention because children's self-control abilities may prevail (Nunan, 2010). Also, in Indonesia, English is a foreign language, not a second language used in daily conversation (Setiyadi, 2020). As a result, it could influence how students behave throughout classroom activities, and teachers must know the best classroom management for young learners because students may express their behavior about a teacher's explanation positively or negatively. Students will respond positively if they comprehend the topic and find the teaching and learning process enjoyable and comfortable. Meanwhile, when the situation is not conducive during the teaching-learning process, they respond negatively by becoming unfocused, talking excessively, roaming around the classroom, upsetting other students, or disrupting the lesson.

In this case, the researcher conducted preliminary research at SDN 001/IV Kota Jambi on 9 November 2023 at IV B grade. The researcher used observation field notes to collect the data. From the observation, the results were found in the teaching-learning process, the teacher not only focused on students in the front but also went around and checked the students' understanding. Then, the students actively responded to the teacher when the teacher asked questions, and some students asked questions according to the context of the learned topic. Nevertheless, in the middle of learning and at the end of the learning process, there was misbehavior done by the students, especially those sitting at the back, such as moving around, daydreaming, walking to their friend's desk, playing with something, and talking with classmates. Consequently, teachers should be able to manage students' behavior and provide conditions that enable students to learn to achieve the purpose of teaching. If teachers can not properly handle the students' behavior, the teaching and learning process will not run effectively. There were interesting findings that the English teacher in this school used strategies that made the class quickly return to conducive in a few seconds. For these reasons, the researcher wants to conduct research on this topic because it is very important for teachers to create a conducive and effective learning process for students' achievement and behavior.

Therefore, based on the explanation above, the researcher was interested in describing classroom management by English foreign language teachers in the teaching-learning process. The researcher also wanted to know the challenges by the English teacher in managing the English classroom at SDN 001/IV Kota Jambi.

1.2 Formulation Research Problem

Based on the background above, the researcher formulates the following research questions:

1. How do English teachers implement classroom management at SDN 001/IV Kota Jambi?
2. What are the challenges of managing English classroom by English teachers at SDN 001/IV Kota Jambi?

1.3 Objective of the Research

Concerning the problem of the study mentioned above, the main objectives of this research are:

1. To describe the classroom management conducted by English teachers at SDN 001/IV Kota Jambi.
2. To explore challenges in managing English classroom by English teachers and SDN 001/IV Kota Jambi.

1.4 Limitation of the Research

This research focused on the 4 aspects; rules and routine, relationship, engaging instruction, and discipline. These aspects are always carried out in teaching English as the fluidity of the classroom and sharpening the English skills of young learners designed by the teachers. The researcher used a descriptive qualitative method to describe classroom management in terms of implementation and the experience of English teachers at SDN 001/IV Kota Jambi. SDN 001/IV Jambi City was chosen because the school has become a *sekolah penggerak* and made English an optional subject that has existed since the KTSP curriculum and Merdeka curriculum so that teachers already have experience teaching English in the two curricula.

1.5 Significance of the Research

1. For teacher

This study might provide insight into English Teacher classroom management, especially in English subjects at elementary schools. The researcher's findings could be utilized as input for developing classroom management strategies that are appropriate for the individual student and the classroom circumstances.

2. For school

This study might assist the school in understanding the teacher's proficiency in managing students in the classroom and identify any areas for improvement. The school could evaluate how well the teacher managed the classroom to make the English subject more efficient and engaging.

3. For other researchers

This research could help other researchers benefit from this study's material by using it to further their study in the future.

1.6 Definitions of Key Terms

1. Classroom management refers to teachers' actions in the classroom to keep the environment conducive to learning while helping students learn effectively and developing positive personal and socioemotional relationships among teachers, students, and parents. (Garret, 2014)

2. Elementary School is the first level of compulsory education, providing the first part of primary education for six years from ages 6 to 12. (Taufiq, 2020)

3. English to Young Learners is a program designed to help children learn English fun and engagingly and provide them with the skills they need to communicate effectively in English. (Setiyadi, 2020)