

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explained about Background of the Study, research questions, Objective of the Research, Significance of the Research, Limitation of the Research and Definition of The Key Terms.

#### **1.1 Background of the research**

In this era of globalization, English is an international language widely used by many countries around the world. Indonesia is one of the countries that has used English as a foreign language. English is incorporated into the secondary education curriculum, specifically at the junior high school and senior high school levels, as an obligatory component of instruction. Its integration has been prevalent in the educational journey of students, commencing during their primary school years. One of the teaching skills that teachers must have, is classroom management. Classroom management is important for teachers to keep their classroom conducive to learning and to maintain a well-educated class. There are certain aspects that the English teacher does to get along in class. This study is limited to instruction provided by a high school teacher. The researcher chose the senior high school level to provide an in-depth understanding at the high school level so that the results are reliable

There are many factors that ensure that teaching and learning activities are conducted properly, effectively and efficiently. Class management is one of them. It influences the teaching and learning process, including English in the classroom. McCreay in (Diniatulhaq et al., 2020) stated that classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success in learning. In addition to methods, techniques, and subjects, the way teachers organize lessons influences the teaching and learning process. Teachers must conduct lessons properly so that students follow lesson assignments and do not cheat. Successful teachers are very effectively managed by their classroom environment. It is well

known that a teacher's class management skills have a significant impact on student success. Effective and efficient teaching and learning depend massively on proper classroom management (Kontor Owusu et al., 2021). Student should have felt comfortable with the situation of the class. Classes are convenient in terms of the teacher's instruction in the classroom as well as the pleasant and orderly classroom. Classroom management has the greatest impact on students' performance. Effective classroom management minimizes the learning behaviour of both individual students and groups of students while maximizing behaviours that facilitate or enhance learning. Teachers should be able to manage the classroom well during the teaching process.

Having good classroom management skills is essential for creating the best learning atmosphere. Managing a classroom effectively involves setting up and running it in a way that optimizes learning for the students (Kellough & Kellough, 2011). Educators who are skilled in these techniques can create a stable environment, allowing students to concentrate on their studies. Beyond just handling disruptive behaviour, effective teachers use positive reinforcement and encouragement to promote behaviours that support learning. This helps in building a classroom culture based on positivity and respect. Successful classroom management does not just prevent disruptions, it also encourages active participation, critical thinking, and collaboration among students. On the other hand, inexperienced teachers might find it challenging to keep their classroom organized, leading to decreased student engagement and attention. Mastering classroom management is not just about enforcing rules, it is about making a lively and interactive space where students are motivated to learn and actively participate. Educators who excel in these skills not only create a suitable environment for academic growth but also empower students with the skills they need to thrive in a collaborative, knowledge-driven world. This sets the foundation for lifelong learning and success.

Effective classroom management is not only related to teaching strategies and interactions between teachers and students, but is also greatly influenced by

the physical design of classrooms and the facilities available in urban schools. Good physical design of a classroom can create a supportive learning environment, facilitate interaction between students, and manage their behaviour. Classrooms that are spacious, well organized, and equipped with appropriate furniture can create an atmosphere that is conducive to learning. For example, a strategically arranged layout of tables and chairs can encourage collaboration between students, while an interactive whiteboard or projector can help better visualize course material. In addition to the physical design of classrooms, urban school facilities also play an important role in classroom management. Adequate facilities such as a complete library, computer laboratory, sports room, and art and music facilities can support holistic education. With adequate facilities, teachers can complement their teaching with resources that are relevant and engaging for students, enabling them to learn better. In addition, good facilities can also reduce potential distractions in the classroom by providing useful alternative activities outside the classroom, facilitating more focused and efficient learning.

Classroom management is a key element in a teacher's job, but it is often faced with a number of challenges. In the context of English classroom management, teachers often experience difficulties related to the physical arrangement of the classroom, establishing rules and routines, interacting with students, delivering inspiring instructions, and maintaining discipline in school. These challenges is generally faced by English teachers in various types of schools, including schools in rural areas. They often struggle with managing student behavior, coping with variations in abilities and learning styles, managing time, maintaining student motivation, and managing interactions between students.

SMA S YKI is a school in a rural environment which has some challenges in the teaching and learning process. According to Downes & Roberts Rural schools are defined as schools with fewer than 600 students, located at least five miles from an urbanized area, and have more deficiency than urban schools (Shahnaz et al., 2021). With only 3 classes to accommodate a population of

around 100 students, the school faces difficulties in providing an optimal learning environment. In rural schools, there are sometimes limitations in the physical design of classrooms. Classrooms that are narrow or uncomfortable can affect student comfort and focus. Implementing effective rules and routines in rural schools can be challenging. Students in rural schools may have different backgrounds and experiences, requiring different approaches to establishing rules that are acceptable to all students. English teachers need to clearly explain classroom rules and communicate clear consequences for rule violations. Additionally, establishing a consistent routine and providing positive reinforcement can help manage the classroom better.

In rural schools, English teachers may face challenges in building good relationships with students. Students in rural schools may have different backgrounds and needs, and it may be difficult for teachers to understand and respond to their individual needs. Teaching English in rural schools can require extra effort to keep students motivated and engaged. English teachers need to use interesting teaching methods, such as games, songs, or collaborative projects, that can arouse students' interest and make English learning more fun and relevant to their daily lives. Maintaining discipline in the classroom is a common challenge in every school, including rural schools. English teachers in rural schools may need to face additional challenges such as limited resources and cultural differences. It is important for English teachers to have a fair and consistent approach to enforcing discipline, while still considering students' needs and backgrounds.

Based on the problem above, researcher wanted to find out the classroom management on the physical design management, rules and routines, student-teacher relationships, engaging and motivating Instruction, and discipline conducted by the English teacher at SMA S YKI. From the description above, the researcher was interested in carrying out the study “A Classroom Management Conducted by English as A Foreign Language (EFL) Teacher At Rural School”.

## **1.2 Research Questions**

Based on the background of the research, there were two research questions formulated:

1. How does the English teacher conduct classroom management at SMA S YKI?
2. What are the challenges in conducting classroom management?

## **1.3 Objective of the Research**

Related to the problem of the study above, the researcher had the following objective:

1. To explain classroom management conducted by English teacher at SMA S YKI.
2. To know the teacher's challenges in conducting classroom management.

## **1.4 Significance of the Research**

This research provides readers with information and understanding about classroom management. Furthermore, the research can be used as a reference for other researchers, and the results of this research will provide input and information for conducting future research or developing research more concretely. For teachers, these studies inform the classroom. The results of this study can then be used as input for applied educational management appropriate to the student and educational context. Finally, for schools, the survey will help schools to know teachers' strengths and weaknesses in managing English class.

## **1.5 Limitation of the Research**

This research was conducted in order to know classroom management utilized by the English teacher. This scope was focused on the physical design of classroom, student-teacher relationships, rules and routines, engaging and motivating Instruction, and discipline in grade twelve at SMA S YKI.

## **1.6 Definition of The Key Terms**

There are some key terms in this paper. The researcher wants to clarify the meaning briefly:

1. Classroom management refers to the tactics and skills used by teachers to create a controlled, disciplined, and engaging environment in which students stay attentive, productive, and focused on their academic objectives. This entails creating a pleasant learning environment by establishing clear norms and expectations, as well as using effective ways to guide and promote students' conduct and participation in the learning process. Teachers use these abilities to create an environment favourable to good teaching and learning.
2. An EFL (English as a Foreign Language) teacher is critical in the education of pupils whose first language is not English. Their major goal is to help students improve their English proficiency in the areas of reading, writing, listening, and speaking. These educators, who typically work in areas where English is not the prevailing language, use a variety of instructional strategies to promote successful learning and assist students in overcoming language barriers. Their focus is on providing learners with the language abilities they need to navigate a world where English is important, therefore contributing to their linguistic growth and larger educational journey.
3. Rural schools are educational institutions located in rural areas, usually with a relatively small number of students. The main characteristic of rural schools is their location far from urban centers or urbanized areas. The definition of a rural school does not only include geographical factors, but also involves social, economic and infrastructure factors in the surrounding area.