

CHAPTER 1

INTRODUCTION

This chapter contains into depth research background, research questions, research purposes, research significances, conceptual framework, and previous study

A. Background

Classroom management is required in every teaching and learning process. Therefore, it is crucial to introduce and provide appropriate classroom management, according to Benchman & Menckhoff, 2008; Martin & Yin, 2009; Badriah, 2019 classroom management means an extensive and essential component that describes how a teacher organizes the learning activities, the student's behavior and other social rapport in the classroom. One of the considerations is classroom management style. There are three classroom management styles: authoritarian leadership, permissive leadership, and democratic leadership (Lewin et al., 1939). Thus, this study is intended to find out the teachers' experience when using classroom management style and students' perspective toward a classroom management style in EFL class.

Harmer (2014) stated that there is some role of teacher. A teacher can be a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. According to Marzano, R.J. (2003), the essential role of teachers among the other parts is as a manager. In addition, the teacher should realize their roles and know how to organize the Class appropriately.

Conducting a successful class is not easy. There will always be challenges during the learning process. Classroom management is a conscious effort to plan, organize, actualize, and implement the supervision of programs and activities in the Class so that the teaching and learning process can occupy systematically. All potential of the learners can be optimized (Priansa, 2015, p.75). It means the conscious effort leads to the preparation of learning materials, facilities, setting

the learning space, creating the situations and conditions of the teaching and learning process, and time management so that the learning process is excellent and curricular goals can be achieved.

There are some research related to classroom management and also classroom management style in EFL class. First, a study conducted by Sanjaya (2015) found that classroom management styles for single-gender classes showed that the teachers used authoritarian and authoritative styles to teach 'boys' in single-gender classes. Second, research by Rosnani (2019) verified that the English teacher has been going well and has made a plan based on the lesson plan implementation plan (RPP) that has been formulated before, then preparing the material. The media will be taught, and then the teacher enhances the positive atmosphere by providing motivation and physical arrangements of the Class that needs to support the teaching and learning process in the classroom. The study was conducted at Islamic Junior High School Al-Falah Jambi. Then, research by Ridayanti (2019), showed that there is five teachers' strategy in managing the classroom activities in teaching English, namely the physical design of the classroom, rules, and routine, relationship, motivation and giving instruction, and discipline. The teachers' classroom management gave the influence to students' English learning achievement in Class. Last, Koutrouba (2018) presents research examining Greek elementary school teachers' perceptions about classroom management and, more specifically, whether they develop an interventionist, interactionalist, or non-interventionist style regarding behavior and instructional management. An investigation of teachers' perceptions also defines the specific features of Greek teachers' adopted style and, secondly, the precise meaning of the concept and connotations of behavior and instructional management in the Greek educational system. The research results reveal that Greek teachers tend to be interactionalists regarding instructional management but interventionists regarding behavior management. While the previous research focuses on classroom management and another focuses on classroom management style, this research centers on finding out the classroom management style done by the teacher during

offline EFL Classroom and the students' responses to the EFL teacher classroom management style. Due to these reasons, this research focuses on English teaching and learning in SMK Fatahillah with classroom management style implementation.

B. Research Questions

Based on the problems in the background above, the research questions are formulated as below:

1. What type of classroom management style did the teacher use in an offline EFL classroom?
2. What are students' responses to the EFL teacher classroom management style in the classroom?

C. Research Purposes

According to the research problems above, the aims of this research are below:

1. To find out the type of classroom management style the teacher used in offline EFL classrooms
2. To find out students' response toward the use of teacher classroom management style in offline EFL

D. Research Significances

This research is expected to become beneficial information for the readers. The significances both theoretically and practically.

Theoretically, this research can be helpful for teachers to know what are students' perspectives toward the use of classroom management style. Thus it can be a reflection to choose an appropriate classroom management style in teaching. Practically, this research gives significance to:

1. Teachers

This research will contribute to teachers fixing the problem of why students are lack motivation in learning English by implementing classroom management style to become meaningful and successful learning process. This research also expects to know the effective classroom management style of vocational students in EFL classes.

2. Students

This result of the research is expected to enhance students' motivation to study English by engaging themselves with the learning process using the appropriate classroom management style.

E. Conceptual Framework

Classroom management has been defined as the “actions taken to create and maintain a learning environment conducive to successful instruction” Brophy J 9 (2006). Evertson and Weinstein (2006, p.3-6) define classroom management as teachers' actions to create a supportive environment for students' academic and social-emotional learning. They describe five types of actions. To attain a high quality of classroom management, teachers must develop caring, supportive relationships with and among students and organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is also expressed by Marzano, R.J. (2003). Additionally, Evertson and Weinstein (2006, p. 12) state that teachers should encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano, R.J (2003). Teachers must promote the development of students' social skills and self-regulation. Marzano R.J (2003) refer to this as making students responsible for their behavior. Finally, Evertson and Weinstein (2006) state that teachers should be able to use appropriate interventions to assist students with behavior problems. The last proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behavior.

Therefore, classroom management is an ongoing interaction between teachers and their behaviors. Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students. A number of approaches good characteristics of classroom management can be classified if the teachers must develop caring, supportive relationships with and among students and organize and implement instruction to optimize students' access to learning. According to Marzano R.J (2003), developing favorable teacher-student relationships is essential.

Table 1.1 Classroom management style by Lewin et al.(1939)

Lewin et al. (1939) categorized classroom management style as follow:		
Authoritarian Leadership	Permissive Leadership	Democratic Leadership
<ul style="list-style-type: none"> - The center of all powers and directs the action of students firmly - The teacher plans the Class - The teacher adopts a teacher-centered approach 	<ul style="list-style-type: none"> - The leadership style also identified among teachers is lasses-faire or permissive. - The leader believes there should be no rules and Regulations - The teacher does not impose ideas but gives students the freedom to do what they like - The teacher allows students to work and do as they wish with minimum interference. 	<ul style="list-style-type: none"> - Teacher never Enforce order, and learners are free to choose with whom to work - A teacher tries to be objective in giving commend and criticism - The teacher respects the individuality and attempts as much possible to make each student feel that he is an essential member of the Class - Democratic style of leadership push participation among the groups and leaders in the teaching and learning process - Tending to be

		<p>more flexible, responsive to students' needs can motivate students to participate in decision-making and encourage the initiative of working effectively even in the absence of the leader</p>
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Diana (2012, as cited in Sanjaya, 2015) believes authoritarian style, authoritative style, democratic style, and laissez-faire style are four styles of classroom management that the teacher is using. Authoritarian style means that the teacher prefers to use vigorous discipline and expect their students to obey their rules. Here, students do not have opportunities to study, practice, and ask about their skills. Authoritative means that use extreme discipline, the authoritative style here is the teacher places limits and control on the students but simultaneously develops in their independence. The teacher sometimes uses discipline. The students were also able to ask everything without frightening being punished by the teacher. This kind of teacher will support students in recognizing their potential skills and developing them. Democratic style means that the classroom management style that focuses on the emotional feeling rather than academic concern is categorized as democratic style. Here, the teachers tend to be close friends for the students, they do not focus on their classroom control, and sometimes the class activity is based on students' mood. The lack of this style is students have low motivation and lack of social competence. Laissez-faire means that the teacher did not involve in classroom activity and only took a little part. This makes students less motivated and their time to practice spoken skills just in a few opportunities.

Calderon (2012) believes authoritarian style, authoritative style, indulgent (laissez-faire style), and permissive are four classroom management styles that teachers usually use. Authoritarian teachers tend to control the classroom firmly, and they do not maintain any relationship with their students. The authoritative teachers apply high levels of classroom control but remain showing high levels of relationship with their students. The indulgent (*laissez-faire*) style means a passive role of the teacher in which the teacher limits their participation as much as possible, leaving the students to take all creativities. Meanwhile, the permissive style is marked by the teacher having no control over the classroom.

The researcher has mentioned three groups of theories about styles of classroom management which come from Lewin et al. (1939), Diana (2012, as cited in Sanjaya, 2015), Calderon (2012), and Calderon's theory was chosen as the theory that the researcher will use to do the study. It is because Calderon's theory is more understandable and observable.

F. Previous Study

There are some research related to classroom management and also classroom management style in EFL class. First, a study conducted by Sanjaya (2015) found that classroom management styles for single-gender classes showed that the teachers used authoritarian and authoritative styles to teach 'boys' in single-gender classes. Second, research by Rosnani (2019) verified that the English teacher has been going well and has made a plan based on the lesson plan implementation plan (RPP) that has been formulated before, then preparing the material. The media will be taught, and then the teacher enhances the positive atmosphere by providing motivation and physical arrangements of the Class that needs to support the teaching and learning process in the classroom. The study was conducted at Islamic Junior High School Al-Falah Jambi. Then, research by Ridayanti (2019), The Influences of Teachers' Classroom Management to the Students' English Achievement (A Descriptive Qualitative Research), then the result showed that there is five teachers' strategy

in managing the classroom activities in teaching English, namely the physical design of the classroom, rules, and routine, relationship, motivation and giving instruction, and discipline. The teachers' classroom management gave the influence to students' English learning achievement in Class. Last, Koutrouba (2018) presents research examining Greek elementary school teachers' perceptions about classroom management and, more specifically, whether they develop an interventionist, interactionalist, or non-interventionist style regarding behavior and instructional management. An investigation of teachers' perceptions also defines the specific features of Greek teachers' adopted style and, secondly, the precise meaning of the concept and connotations of behavior and instructional management in the Greek educational system. The research results reveal that Greek teachers tend to be interactionalists regarding instructional management but interventionists regarding behavior management. While the previous research focuses on classroom management and another focuses on classroom management style, this research centers on implementing the classroom management style in the EFL classroom. Due to these reasons, this research focuses on English teaching and learning in SMK Fatahillah with classroom management style implementation.

