

C. Classroom Management.....	18
1. Definition of Classroom Management	18
2. Aspects of Classroom Management	19
3. Challenges of Classroom Management	20
D. Teacher’s Classroom Management Strategies in Creating Foreign Language Enjoyment.....	27
1. Definition Teacher’s Strategies	27
2. Classroom Management in Foreign Language Enjoyment	28
3. Teacher’s Strategies to Deal with Classroom Management in Creating Foreign Language Enjoyment.....	28
4. Teacher’s Challenges of Classroom Management in Joyful Classroom	30
CHAPTER III	31
RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Site and Participants	32
C. Data Collection Technique.....	33
D. Data Analysis	42
E. Research Procedures	43
F. Research Timeline.....	43
CHAPTER IV	45
FINDINGS AND DISCUSSIONS.....	45
G. FINDINGS	45
1. The causing factors to the student’s boredom in EFL Class.	46
a. Teacher’s Background.....	46
b. Data from interview.....	47
2. The teachers’ do to create a joyful classroom for students.....	56
a. Data from observation	56

b. Data from interview.....	66
H. Discussion	84
1. The causing factors of student’s boredom in EFL Class.....	85
2. The teachers’ do to create a joyful classroom for students	87
CHAPTER V.....	89
CONCLUSION AND SUGGESTION	89
A. Conclusion	89
B. Suggestion.....	89
REFERENCES.....	91
LIST OF APPENDICES.....	100



CHAPTER I

INTRODUCTION

This chapter begins with an introduction to the study. It highlights several preliminary issues concerning classroom management investigations among junior high school students. This chapter discusses the background, research question, research purpose, research significance, and previous study.

A. Background of the Study

This study focuses on the teacher's role in understanding classroom management and dealing with the challenges of classroom management. This research helps teachers realize that classroom management is important, but often neglected. By understanding classroom management, at least teachers can organize classes well, so that students can enjoy class comfortably and understand the material well.

In learning English in class, we often find a different atmosphere. This kind of atmosphere can bring both good and harm. Effective communication and interaction between teachers and students might initiate a good classroom climate. On the other hand, an unfavorable climate in the classroom may also occur; for example, children may get bored easily, causing them to fall asleep. More than that, aside from the fact that English is a foreign language and is rarely spoken in everyday life, it might be due to how the teacher teaches in class.

Ahmadi-Azad, Asadollahfan, and Zoghi (2020) investigated the role of the big five personality traits of EFL teachers in developing foreign language enjoyment (FLE). Based on their study, the teacher's personality has a big impact on the continuity of the EFL class. The NEO Five-Factor Inventory-3 and Foreign Language Enjoyment Scale were used to collect data from 107 Iranian EFL teachers and 1209 EFL learners. This exploratory, non-experimental, and quantitative study designated the big five personality traits of

EFL teachers as independent variables, and the facets of EFL learners' FLE as dependent variables. Data were collected from 127 EFL upper-intermediate classes from 24 language institutes in East Azerbaijan, Iran. The NEO-FFI-3 questionnaire was administered to collect data, and the FLES questionnaire was used to identify the levels of FLE. To test the hypothetical model, two subsequent models were analyzed using a higher-order method. Results showed that openness, extroversion, and agreeableness had a significant positive effect on the learners' FLE, while conscientiousness and neuroticism did not significantly predict the same. However, this does not mean that the teacher's main task is to consider FLE as one of the main objectives in their classroom.

Alotumi (2021) examined junior and senior college students' self-regulated motivation levels to improve their speaking of English as a foreign language (SRMIS-EFL). This study investigates Yemeni junior and senior EFL college students' SRMIS-EFL and their connections to their academic level and gender. It is a quantitative, descriptive, and non-experimental survey study. This study used an online Google Forms-based survey to collect data from 300 EFL college students, selected based on their willingness to participate. The overall SRMIS-EFL level ranged from medium to high. All students used a variety of self-regulatory motivating tactics to improve their speaking. The SRMIS-EFL scale has high validity and reliability and has already been examined by three professors of applied linguistics to ensure its validity and reliability. Senior students exhibited a high level of SRMIS-ELF and used self-motivational tactics to enhance their EFL speaking proficiency. Gender had marginal but significant effects, and the study recommends integrating motivation regulation training into EFL programs to foster student motivation.

A relevant study by Ahmadi-Azad, Asadollahfan, and Zoghi (2020) focused on teacher traits that can influence classroom comfort. The writer has a similar focus on the teacher as a research object in the implementation of classroom management. Another study by Alotumi (2021) focused more on students' efforts to increase their learning motivation, which resulted in their tactics to deal with difficulties in learning English. That is to say, this is where

the teacher's task is prioritized, namely to assist their teaching process while in class.

Ina, Ardeia, Anggestin, Ristiana, and Agustin (2020) argue that fostering enjoyment in the classroom is needed; this will increase motivation for learning in the classroom. Classroom management is important for student motivation and learning outcomes, as it can lead to better learning outcomes.

Researcher attempt to understand how instructors might foster enjoyment in the classroom. Reinke, Herman, and Newcomer. (2016), in their research, found that negative attention can lead to more behavioral issues in the classroom, leading to a negative reinforcement pattern that amplifies inappropriate behavior. The study looks at any difficulties the instructor may encounter while instructing. The researcher learns more about the teacher's experience with classroom management through the narrative inquiry method.

In this study, the writer focuses more on how the teacher manages the class in terms of the teaching methods used by the teacher for good classroom management. This thesis looks not just at how instructors might improve classroom management but also at how EFL is employed in classroom teaching techniques.

Through interviews and observations, the researcher conducts class observations of the teachers as well as the atmosphere of the classroom. This present study interviews two teachers about the characteristics of teachers who implement FLE in their classroom. An interview is required to explore the teacher's experience in the management classroom. This research is conducted at Al-Amanah Junior High School in Cileunyi, Bandung. Based on my observations, learning English in the class was not boring and easy to understand. It also made the researcher interested in how the two teachers had good classroom management.

B. Research Questions

This thesis explores the EFL teacher's experiences in creating joyful classroom management for junior high school students. Therefore, the

formulations of two research questions are interrelated within the context of exploring EFL teachers' experiences in creating joyful classroom management.

These are two formulations of the research questions, as follows:

1. What are the causing factors to the student's boredom in EFL Class?
2. How do teachers create a joyful classroom for students?

The first research question is to determine the main reasons why students are bored in the classroom. In the second research question, the researcher attempts to find the ability to manage situations and create a pleasant classroom environment for students based on the teacher's experiences. This study also examines the use of media and methods applied in making the classroom joyful through interviews and observation.

The main character in class is the teacher; they have to control the class as well. As Brown (2001) states, the major task of an EFL teacher is to manage time and materials, create communicative needs, and involve students in attractive classroom activities. Language teachers' perspectives on classroom management are informed by their understanding of their role as language educators. In an EFL classroom, the teacher has control over a variety of elements, including the level of communication between the teacher and the students, the classroom's physical environment, the students' attitudes and behaviors, and other elements that may affect the students' environment, attitudes, and motivation to learn English.

Teacher personalities have a significant impact on the learning process. The personal traits of an effective teacher (Bjekić, 1999; Mitić, 1999) are: warmth, kindness, friendliness, democratic attitudes, cooperativeness, consistency, openness of thought, and wide interests. According to studies on classroom management, a teacher's negative attitude may be the root of a student's negative behavior (Cummings, 2000). For instance, a frightful and unfriendly atmosphere inhibits learning, because stress-related hormone secretion has a detrimental influence on learning (Cummings, 2000).

C. Research Purpose

This study aims to find out the reasons why students get bored quickly in EFL classes taking place in the seventh and eighth grades. Every student who feels bored during the EFL class will have a different reason for such a feeling. With this study, the researcher attempts to find out some of the factors that make students bored in the EFL classroom. Thus, in this study, researcher and readers can learn how to handle and find the right solution to several factors causing the student's boredom in EFL class.

That is to say, in the second research question, this study explores how teachers create a joyful classroom for students. This study explains how teachers use the media and the methods applied in classroom management. The media used in ongoing learning is a supporting tool in the learning process. As well as the methods applied in learning, each teacher has their own method for dealing with the class. Through deep interviews and observations, the researcher finds several ways teachers create a joyful classroom for students in an EFL classroom.

D. Research Significant

Harmer (2007) mentions that good classroom management requires EFL teachers to cope with several factors, such as how the classroom is set up, how the class period is structured, and whether the students are working individually or in groups. A good classroom is also needed to increase students' understanding of EFL learning in class. This study focuses on teacher experiences in building enjoyment in classroom management.

The findings of this study have two implications for teachers and researcher. First, this study provides information on classroom management for teachers. This can help teachers who have difficulties teaching English in class. Through teachers' experiences, this study can provide an overview of alternative ideas that teachers can apply to classroom management. Both through the methods

used as well as the media that can be used as a reference in teaching in an EFL classroom.

Second, this study is useful for researcher. This study adds to the information for related future research. Researcher can use the description provided by the teacher's experiences to use some of the things demonstrated by the instructor in the future teaching and learning process. This research can also help prospective future teachers build a joyful classroom management system in an EFL class.

E. Theoretical Framework

This study investigates the teacher's experiences in creating a joyful classroom management for junior high school students. Therefore, it will serve as the study's theoretical foundation. How a concept in this study relates to the existing variables is shown in Figure 1.1.

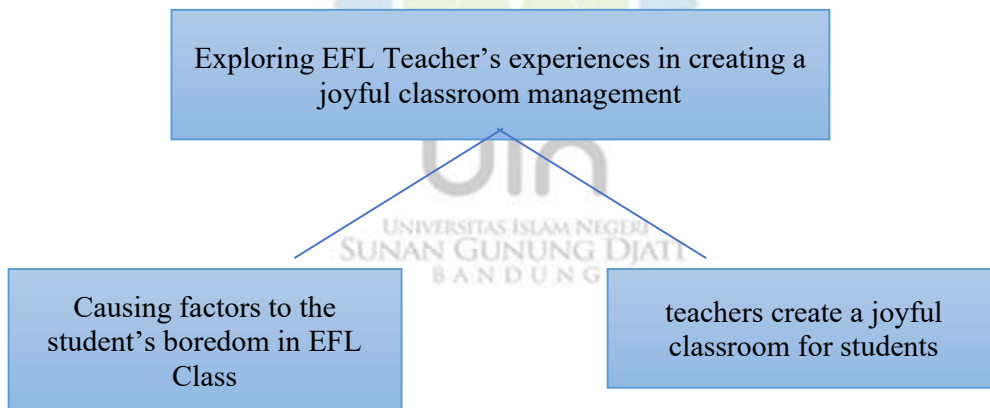


Figure 1.1 The theoretical framework

The teacher recognizes the importance of providing students in an EFL lesson with classroom management knowledge. The main character in class is the teacher; they have to control the class as well. As Brown (2001, p. 345)

states, the major task of an EFL teacher is to manage time and materials, create communicative needs, and involve students in attractive classroom activities.

Teacher personalities have a significant impact on the learning process. The personal traits of an effective teacher (Bjekić, 1999, Mitić, 1999): warmth, kindness, friendliness, democratic attitudes, cooperativeness, consistency, openness of thought, and wide interests. A good teacher is also characterized as having a good sense of humour, being well-versed in their subject matter, being eager to assist pupils, permitting various activities in the classroom, and being understanding of their concerns.

According to Ryans (1970), a teacher's personality should primarily possess the following three traits: The following traits are preferable to coldness, reserve, and self-centeredness: 1) warmth, understanding, and friendliness; 2) responsibility, professionalism, and systematic behavior; and 3) engaging behaviors.

The value of EFL instructors' knowledge and experience in helping them prepare academic students for new learning environments through teaching reading skills. In order to better grasp the normal trends in teaching English in multilingual and multicultural situations and to recommend appropriate techniques to enhance their students' academic literacies, EFL teachers should pay attention to these claims and counterclaims. By being aware of the most recent standards for their industry, EFL teachers can highlight academic literacies in distance learning, such as academic writing, communicative competence, and digital academic literacies.

The interest in teaching English to young students has steadily increased over the past few years. Many people consider English to be the most universal language. Possibilities for employment, travel, higher education, and a life of even higher quality can be ensured by acquiring them (Crystal, 1997). In Indonesia, there are three levels of education: elementary school, junior high school, and senior high school. At the junior and senior high school levels, English is taught as a required course. Naturally, the private sector has already

begun adopting English at lower levels, including primary school and kindergarten (Aliakbari, 2005).

The Indonesian government has modified its new curriculum, so that English is required in junior high school. In addition, many people are interested in strategies to improve their English but are unsure of how or where to begin. Most English classes pay little attention to the deliberate efforts students make to acquire a second language. Even after years of study, many students lack the knowledge, disregard, or attention needed to deal with the challenge of learning a foreign language; only a select few students who have followed a series of tactics have been successful and have subsequently learned the language.

F. Previous Study

There are four previous studies to this research. First, according to research by Jiang and Dewaele (2019), 280 high school students studying English became participants in this study. The mixed-methods study examined the relationship between foreign language classroom anxiety and foreign language pleasure (FLE). The researcher used the questionnaire, which began with a section about socio-biographical information (i.e., age, gender, and subject background) and their attitudes towards English, ranging from "very unfavorable" to "very favorable." Pearson correlation analyses showed that English proficiency level, relative standing among peers, attitudes towards English, teacher friendliness, and teacher's joking were positively correlated with FLE.

Then, the research by Thumvichit (2022) discussed a correlation between teacher enjoyment, and teacher well-being and performance. 40 Thai EFL teachers from five government universities in Thailand were recruited as participants. This study uses Q methodology to compare the perspectives of EFL teachers on enjoyment in their professional context. Deductive and inductive methods were used to develop the concourse, which is considered best practice. This study found that different groups of FL teachers hold different viewpoints regarding enjoyment. To improve enjoyment, FL teachers should

inform their students, seek opportunities for professional growth, and embrace collaboration and positive interactions with colleagues.

The research by Seluma Regency by Erlianti, Anwar, Kartiwi, and Tamam (2021) The respondents in this investigation were chiefs and instructors of English subjects at Junior High School 7 and Junior High School 23, Seluma Regency. The research approach used was instructive, similar to a subjective methodology. The investigation found that English Day exercises at Junior High School 7 Seluma are more effective than ordinary learning at Junior High School 23 Seluma. The hindering factor was the lack of a language research center at Junior High School 23, Seluma Regency.

The last previous study by Mahnaz, Mehmood, and Umar (2022) investigated the impact that EFL students' level of enjoyment in the classroom had on their academic motivation levels. It involved the participation of 323 students from secondary schools in Karachi, and quantitative research methods were used. The findings indicated that classroom enjoyment plays a significant role in enhancing students' academic motivation. The previous study discovered that classroom satisfaction has a considerable impact on students' academic motivation, with intrinsic motivation being the most influential variable and extrinsic motivation being the least.

The first study found that English proficiency level, relative standing among peers, attitudes towards English, teacher friendliness, and teacher joking were positively correlated with foreign language pleasure. To improve enjoyment, FL teachers should inform students, seek opportunities for professional growth, and embrace collaboration. The second prior study discovered that classroom happiness has a considerable impact on students' academic motivation, with intrinsic motivation being the most influenced and extrinsic motivation being the least influenced. The third section of the previous study focuses on the teacher's cheerful classroom management, as well as the absence of facilities and preparation for the creation of the learning plan document. The previous study discovered that classroom satisfaction has a considerable impact on

students' academic motivation, with intrinsic motivation being the most influential variable and extrinsic motivation being the least.

In conclusion, there are some similarities and variations between this study and all the previous studies. Begin by explaining that the comfort of the class is a factor that has a significant impact on achieving satisfactory results and that instructors' preparation is critical for developing effective classroom management. This study focuses on the teacher's experiences in creating joyful classroom management. Also, in this narrative inquiry study, the participants are teachers from the seventh and eighth grades in one of the junior high schools in Bandung, Indonesia.



CHAPTER II

LITERATURE REVIEW