

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the research, research questions, research purposes, research significances, the conceptual framework, and the previous study.

#### **A. Background of Research**

Classroom management in teaching speaking is important for the effectiveness of classroom learning activities. As a fundamental concept in education, classroom management may affect the way students learn to speak in the classroom. To speak English fluently, students need sufficient time and practice. However, with large classes and a lack of facilities, students often face various obstacles, such as nervousness or a lack of self-confidence, which can hinder their ability to speak English. Therefore, this study aims to determine classroom management in a speaking course and find its learning problems in the context of Islamic boarding.

A teacher is an important factor in organizing students' learning in the classroom. The teacher plays a role in creating a learning climate that allows students to learn comfortably and through good classroom management. Marzano (2003) states that the teacher's most important role, among others, is that of a manager. Teachers must be able to manage the class well and provide conditions that support student learning in order to obtain the expected results. If the teacher cannot manage the class properly, the teaching and learning process will not run effectively. In the sense that there are difficulties that must be corrected, one of the greatest difficulties in classroom management is maintaining students' discipline. Teachers must set clear and consistent rules and ensure that students understand and respect them.

According to Jones (2019), class management difficulties can vary depending on the situation in the class, the type of student, and the teaching strategies used, such as the difficulty students manage, inappropriate behavior, lacking facilities, etc. Hadfield (2013) argues that to overcome classroom management problems, it is essential for teachers to build good relationships with

students, have precise discipline and rules, adjust learning to the speed and abilities of students, pay attention to student behavior problems, and find appropriate.

In addition, teachers can also take part in training and courses to improve their classroom management skills. These issues can occur in institutions generally, so an Islamic residential school is not necessarily exempt from them. Since they educate pupils while they are engaged in classes, Islamic boarding schools generally differ from public schools. In Islamic boarding school, a kyai (teacher) teaches students based on books written in Arabic by great scholars since the Middle Ages, and the students usually live in the Islamic boarding school. In other words, students are educated at Islamic boarding schools not only during free time but students are educated at any time in these schools.

Modern Islamic boarding schools or khalafiyah are Islamic boarding schools that have undergone modernization. Modern Islamic boarding schools combine the implementation of their curriculum with a combination of education in public schools and religious education in salafiyah pesantren (old Islamic boarding schools). As a result, general knowledge is taught at this pesantren, and the learning system uses English and Arabic as teaching media to compete at national and international levels. One of the skills needed to compete internationally is language acquisition. The importance of mastering English for students is that English is needed to study because it exists around the world and provides great opportunities to compete on an international level.

Language learning in general schools and modern Islamic boarding schools has similarities with classroom learning, but the application of language is different. According to Rofiuddin (2016), modern Islamic boarding schools generally recognize the importance of English as a global language and provide opportunities for students to learn the curriculum. This depends on the vision and mission of each modern Islamic boarding school. Modern Islamic boarding schools apply a bilingual system where students are required to speak outside the classroom or during daily activities at the pesantren. This bilingual system combines Arabic and English. This multilingual system is split into two sessions

each month; the first two weeks are spent using English, and the second week is spent using Arabic. Students are not allowed to use English or other languages while speaking Arabic, and the reverse is also true.

Learning in modern Islamic boarding schools is beneficial compared to schools in general. In that sense, the location of learning English can affect the learning process. Like in a language boarding school environment, it will be easier to practice what has been learned in the process of learning English. With the existence of several facilities owned by Islamic boarding schools, such as interlocutors, to communicate in English, they provide learning materials that can be carried out routinely, such as providing vocabulary materials. However, in terms of learning activities in class, there are still many students who are less enthusiastic about learning English. This can cause students to be undisciplined in class, and there are many other impacts. One of the effects of ineffective learning is embarrassment and doubt when communicating using the language outside the classroom.

The lack of enthusiasm of students becomes a factor of difficulty when the teacher asks them to practice speaking. The student prefers to be alone and is shy and reluctant to speak, but he tends to express himself even in front of his friends. As a result, the teacher must be able to manage the class. When the teacher manages the class, students tend to avoid boredom and pay attention to the teacher. Students get used to the activities their teacher does. Therefore, it is necessary for teachers to manage English learning in class.

With the considerations above, therefore, teachers must use strategies to create a conducive and productive learning environment for all students, including establishing clear class rules, providing examples of good behavior, getting to know students individually, using rewards and positive reinforcement, and maintaining good communication. According to Ulfa, Afriazi, and Elfrida (2019), strategies can help teachers create a more conducive teaching and learning process. This condition gives rise to the idea of exploring classroom management during the teaching and learning process of speaking English in Islamic boarding schools.

English teachers have a variety of difficulties in managing their classes, particularly when it comes to speaking sessions, based on my personal experience as a teacher at a boarding school in Garut. The noise level is a challenge because excessive noise in the classroom can distract students and make it difficult for other students to focus on teaching and learning activities. This happens because students do not comply with the rules or the classroom environment is not designed properly for comfort and reduce stress.

Several studies have been conducted that are relevant to the current research. Ulfa et al.'s research (2019) investigated the classroom management strategies used by English teachers at the senior secondary level. This research uses descriptive qualitative research. Two English teachers participated in this study, using observation checklists and interviews as instruments. This study found that there are five strategies used by teachers in managing the classroom: 1) strategies for managing classes, 2) strategies for building positive relationships with students, 3) strategies for creating a positive classroom environment, 4) strategies to prevent behavior, and 5) strategies to deal with student disciplinary situations.

Soleimani and Razmjoo's (2016) research analyzes the challenges of classroom management in private language institutions. This research is fundamentally qualitative. Semi-structured interviews were conducted to collect data. The population of this study was EFL teachers working in private language institutions in Shiraz. 30 EFL teachers voluntarily participated in this study. The results of the study revealed that most EFL teachers face challenges related to teaching, the behavior of students who do not complete assignments, and several other problems related to time and place in class.

Based on the findings above and previous research and analysis of challenges to classroom management in private language institutions, further research is needed on managing speaking classes especially in Islamic boarding schools. Therefore, this study aims to determine classroom management when learning to speak English and find the problems encountered in learning in Islamic boarding schools. The goal of this essay is to describe the investigation into

classroom management during the English teaching and learning process at Islamic boarding institutions.

## **B. Research Questions**

This study explores classroom management during teaching and learning speaking English and what difficulties teachers face in managing classes. Therefore, this study formulates two questions as follows:

1. What are the difficulties faced by the teachers in managing the class when teaching speaking in class at modern Islamic boarding schools?
2. What are the strategies to cope with the difficulties faced by the teachers in managing the class when teaching speaking in class at modern Islamic boarding schools?
3. How is the teacher's classroom management when teaching and learning to speak English in modern Islamic boarding schools?

Three research questions require interviews and observations to discover teachers' difficulties and strategies in managing the classroom when teaching English, especially speaking and to find out how the teacher applies classroom management. For the first step, researchers interviewed respondents with prepared questions. Next, the researcher entered the class and observed the teacher's teaching to see what classroom management methods the teacher used when teaching speaking and what media the teacher used to overcome these difficulties. So, three research questions use observations. Observation is obtaining data directly and unstructuredly by paying attention to the community and environment at the research location (Cresswell, 2012).

One of the difficulties teachers have in managing classes when teaching English is a lack of preparation. There are three general obstacles faced by English teachers in managing classes when teaching English, namely as follows: a) diverse student behavior; b) student concentration; and c) students lack discipline (Allen 2015). Therefore, teachers must adapt learning to the situation and conditions of the class. During the teacher's adjustment period it may feel difficult because the teacher is facing something new.

Furthermore, teachers must make the most of their students' potential in the classroom by giving them as many opportunities as possible to engage in creative and self-directed activities. This will allow them to effectively utilize the time and resources at their disposal to engage their students in learning- and development-related activities in the classroom. The theory proposed by Ganschow and Schneider (2006) is that the "ideal student" will learn language abilities (pronunciation, reading, writing, speaking, and listening) through exercises and gestures. They emphasized the need for further training to fulfill the expectations of pupils with special needs. Ganschow and Schneider (2006) argue that foreign language teachers should have the skills to identify children who may develop a foreign language learning disability early and assess the most beneficial accommodations for those students.

### **C. Research Purposes**

The first research objective was to determine the difficulties teachers face when teaching English in Islamic boarding schools through interviews and observations. Before conducting observations to explore classroom management in teaching speaking, the difficulties experienced by teachers in teaching speaking should be studied in depth using qualitative methods through semi-structured interviews.

In addition, the second study used observations and interviews to study the strategies used by teachers in teaching English in Islamic boarding schools. The strategies teachers use to teach speaking should be thoroughly examined using qualitative methodology using semi-structured interviews before conducting observations to investigate classroom management.

Furthermore, the third research aims to find out how class management is applied when teaching speaking in Islamic boarding schools. In general, a teacher certainly has his own way of managing the class when teaching students, especially teaching students with special needs who need to be considered in learning. Therefore, researchers used observation and recording during learning activities to collect data.



#### **D. Research Significances**

Learning English in Islamic boarding schools has advantages in an environment that applies English at a certain place or time. Many students can speak English fluently due to environmental factors, but many students may need to become more proficient in English due to individual and environmental factors; one example is classroom management during English class learning.

Therefore, the teacher must be able to manage the class well when delivering material. This investigation explores teachers' difficulties and strategies in teaching English to students at Islamic boarding schools and examines classroom management in learning. This research will be useful both theoretically and practically. First, this research supports improving speaking learning in terms of learning activities and strategies. Second, practically this research will be useful for improving the quality of learning in classroom management.

#### **E. Theoretical Framework**

This research examines teachers' difficulties in managing the class when teaching speaking in class and teachers' classroom management when learning to teach speaking English. It also sets the conceptual framework for this research. This conceptual framework relates to the teacher's difficulties in managing the class when teaching English to Islamic boarding school students and the teacher's skills in managing the class.

The above description of teachers' difficulties in managing the classroom summarizes this study's conceptual framework. This figure illustrates the relationship between classroom management and students' English proficiency. This also includes teachers' difficulties with their English skills in managing the class. Therefore, the teacher repeats the material, provides examples with real objects, and provides opportunities for students to speak English in class.

English is taught to make it easier for students to obtain information from other countries in Indonesia. In other words, by learning English, they are expected to be able to absorb and keep abreast of developments in science, technology, and art. To achieve this goal, students learn English based on their four skill components: reading, speaking, writing, and listening. Therefore, this

study chooses speaking as one of the most important aspects of learning English as a foreign language.

According to Afifah and Ifnuari (2022), the teacher's strategy in classroom management is practical, comfortable, and fun for fostering student discipline in terms of classroom management indicators. Using classroom management strategies will help teachers achieve teaching and learning goals effectively. Islam (2019) adds that it is important to apply effective teaching strategies as early as possible to be successful in the learning process. Ulfa (2019) stated that there are five strategies: managing the class, building positive relationships with students, creating a positive classroom environment, preventing deviant behavior, and handling student disciplinary situations.

On the other hand, every teacher will be very close to classroom management challenges. Taha (2022) states that the classroom is never free from problems, although some arise occasionally. Teachers who manage classes will face several obstacles. Muluk (2021) added that these obstacles are related to class facilities, and other challenges are related to students; among them are students' self-confidence and lack of vocabulary. This dramatically affects the atmosphere of the class. Meanwhile, Isuku (2018) states that teaching concepts such as student backgrounds, interests, abilities, and the most appropriate teaching methods are challenges teachers must face occasionally.

In the teaching process, especially in speaking lessons, EFL teachers must employ strategies to manage classroom management challenges so that they run smoothly according to learning targets. Rozimela (2016) states that teachers must be able to find and use strategies to realize their teaching goals. Teacher strategies are needed to face classroom management challenges in teaching speaking lessons. Teaching speaking is challenging because constructing meaning occurs in the listener's mind. Therefore, it will require a lot of strategy and skill. Siregar (2017) added that teachers should pay more attention to implementation, six visual discussions, writing what they hear (dictations), and writing summary paragraphs about listening.



Finally, the teacher must be able to analyze the classroom situation and the conditions of the students. Because English is a difficult subject, students often walk into class. Considering the constraints, measuring the achievement of learning is very important. Thus, the teacher must manage the right class in learning to convey teachings.

#### **F. Previous Study**

Several studies have been conducted relevant to the current research. The research-related study by Ulfa et al. (2019) investigated classroom management strategies implemented by English teachers at the senior high school level. This study used descriptive qualitative research. Two English teachers were the participants in this research, using an observation checklist and interview as the instruments. This study found that there are five strategies used by teachers in managing the class; 1) strategies for managing classrooms, 2) strategies for building positive relationships with students, 3) strategies for creating a positive classroom environment, 4) strategies for preventing bad behaviors and 5) strategies for dealing with student disciplinary situations. While this research is relevant in terms of method and instrument, it is different in focus. The current research focuses on strategies to deal with classroom management challenges in English listening lessons.

The second study by Soleimani and Razmjoo (2016) analyses classroom management challenges at private language institutes. This research is fundamentally qualitative. Semi-structured interviews were conducted to collect data. The population of this study is composed of EFL teachers working at private language institutes in Shiraz. 30 EFL teachers volunteered to participate in this research. Results of the study revealed that EFL teachers mostly faced teaching-related challenges, learners' off-task behaviors, and some other problems with the time and place of the classroom. To resolve these challenges, EFL teachers suggested different reactive strategies that vary depending on the context and the level of the learners. The current research takes high school English teachers' as the participants with observations and interviews as the instruments, and focuses

on strategies to deal with classroom management challenges in English listening lessons.

The third research paper by Islam (2019) investigated the challenges and solutions of English classroom management at tertiary-level colleges in Bangladesh through the case study of X College. This research applied a mixed-methods technique. This research collects data from teachers and students through a questionnaire. This research found that teachers overlook the realities of classroom management, such as activities, teachers' control over students, appropriate opening and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, instruction, and nursing. While this research is relevant in terms of method, it differs regarding participants, instruments, and focus. The current research takes high school English teachers as the participants, uses observations and interviews as the instruments, and focuses on strategies to deal with classroom management challenges in English listening lessons.

Finally, a related study by Zahra, Ghazal, and Farzad (2020) investigated the teacher's perceptions of classroom management and teaching self-efficacy during the COVID-19 pandemic in online EFL courses. This study examines the impact of online teaching on classroom management by English Language Learners (EFL) teachers during the coronavirus pandemic. The findings show that EFL teachers are confident in choosing suitable materials and managing their classrooms using technology and software applications. This study found that teachers had problems managing online courses. These findings can help educators design effective online management strategies and encourage policy and curriculum makers to review teaching methods in the post-Corona era. Future studies may use qualitative data, observation, surveys, and other data analysis methods. Further investigation is needed to understand the impact of other variables, such as age, gender, socioeconomic status, the importance of technology, and teacher difficulties.

In conclusion, the previous research has similarities and differences with the current research. Previous and current studies both examine classroom

management. However, previous research is different from current research. Previous research focused on listening skills, while the current research focuses on speaking skills. In addition, the research locations are also different. Previous studies were conducted in Shiraz, Bangladesh, and Dubai, while the current study was conducted in Indonesia.

