

## **CHAPTER 1**

### **INTRODUCTION**

This chapter provides the background of this research in general. It is divided into five main parts which are background of the research, research question, aim of the research, research significant and scope of study.

#### **Research Background**

Classroom management becomes the fundamental of teaching success in the school. Teachers, who play as the class manager, need to be an active in organizing and completing the students' need. Gebhard (1996) argued that the goal of classroom management is to create classroom atmosphere conducive to interacting in English in meaningful ways. It is through meaningful interaction that students can make progress in learning English. Meanwhile, Yusuf Cerit (2015) stated that classroom management is a factor directly affecting the quality of education because it is the concept including a broad teachers' actions from are required to perform teaching to managing students' behaviors. From two definitions above, it can be concluded that the aim of classroom management is to create an interactive and conducive teaching learning atmosphere that finally effecting to the students' learning English progress and also students' behavior.

Classroom management always concern on how the teachers organize the teaching and learning need, such as lesson plan, student, class, and teaching media. But, a classroom management for purposing an interactive and conducive teaching learning environment definitely invites teachers to talk much in the class.

It is supported by Gebhard (1996,p.71) who claimed that EFL/ESL teachers also ask a lot of questions. For example, He recently observed 6 teachers who were all teaching in different contexts in Japan and found that they were overage 52 questions every 30 minutes during teacher-initiated activity. Meanwhile, Nash and Shiman (as cited in Gebhard, 1996) who discovered that teachers ask between 45 to 150 questions every half hour. The simple example of teachers' talk we can easily found when a teacher opens their class at early meeting. They commonly great the students then continued asking students' life, their homework and continued with other activities that used teachers' talk. From two researches above it proved that teachers had spent a lot to talk in the class during teaching process.

Now days, classroom management is not found in formal school only, but also informal school. Zaki Dib (2014,p.1) argued that formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. The definition above can be simply replied that formal school is formal education is a planned education model, set by norm, and arranged with curricula are not flexible. In Indonesia, we can found so many formal schools, such as kinder garden school (TK), Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). Then, informal education is educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into

the so-called non-formal education (Zaki Dib (2014,p.1) From the definition above, it can be replied that informal school is a planned education model, arranged with curriculum which is flexible and arranged based on students' need. The example of informal school is a course that found so vary, such An English course, Japan course, and many more.

The formal and informal students are different. A comparison of the skilled, knowledge and ability of the students, especially for the English subject is very contrast. When researcher was doing the teaching training program (PPL 2) in SMP N 09, Gorontalo, it was found that the third grade students could not speak English even producing a very simple sentence. Researcher did not find any student who able to speak English well. Whereas, they had been learned English since the first were in grade one. A similar phenomenon was also found by researchers in senior high school located at Molonggota, Gorontalo. Here, researcher was requested to teach the students one of the environment program (KKS). Researcher did not found any student who well known in English.

However, different fact researcher found that when researchers spoke with one of the students of SMP 1 Gorontalo. Here, students were able to speak good English and mastered some basic English skills. Then, after asking to the basic capabilities students that they answered with a same answers “ *I am joining an English Course*”. It is then invited the researchers to do research on how classroom management delivered by instructors in the private course to produce quality students. So, researchers have conducted a study on the Intensive English Course (IEC) located at JL. Dulalowo No.1, Irian, Central City, Gorontalo city. The IEC

was chosen because this course is only one course who directed by foreign director.

In recent years, classroom management takes more attention of scholars and researchers, such as Ching Chi Chen in 2014 conducted a research which the title is a case study of the teaching strategy and class management mode from a gifted educational teacher from National Pingtung University of Education, Prof. Dr. Yusuf Cerit in 2015, which the title is teachers' perceptions of classroom management orientations in Turkish and Latvia contexts from University Faculty of Education, and Borden in 2003, which the title is classroom management: research for beginning teachers from Faculty of The Evergreen State College.

### **Research Question**

Definitely, this research focuses on the following questions:

- a) How do the IEC instructors manage classroom?
- b) How do the students' perception on the classroom management delivered by the instructors?

### **Research Aim**

The aims of this research are:

- a) To describe the classroom management delivered by IEC instructors.
- b) To describe the students' perception on the classroom management delivered by the instructors

## **Research Significance**

### *Theoretical Significance*

In theoretically, this research result can be an awareness to the readers the importance of classroom management for teaching learning process. As the fact, it showed that classroom management definitely played an important role for teaching learning success.

### *Practically Significance*

The results of this research can be useful as a reference on how to make an interactive classroom management in the class. And for researchers in the field of classroom management can use this study as reading materials to broaden their research.

## **Research Scope**

Gebhard (1996) argued that classroom management refers to two activities. They are teacher talk and teacher's question. So this research scope is focused on teachers' talk and teachers' question only