

CHAPTER I

INTRODUCTION

This chapter discusses: (a) background, (b) problem(s) of the study, (c) objective(s) of the study, and (d) significance of the study.

1.1. Background

Globalization has placed English as the most important language in the world. According to Harmer (as cited in Astrid, 2011, p.176), English is a language that is widely used and spoken in every parts of life, such as: the arts, sciences, human sciences, travel, and social sciences. Furthermore, Crystal (as cited in Putra and Marzulina, 2015, p.186) states that, English can be a priority foreign language teaching in a country. Moreover, Mauranen and Ranta (2009) adds that, English has established its position as the global lingua franca beyond any doubt, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the internet. Therefore, English is one of the international languages which is widely used as an important language and should be mastered by people to communicate with others from different countries in the world.

English also takes special place in educational system in Indonesia. According to Wahyuni (2006), there are three important roles of English in Indonesia. Firstly, English becomes a compulsory subject for Indonesian students start from junior high school to university level. Secondly, English is one of the

main subjects in senior high school level and it is one of the subjects tested in the national examination. And thirdly, in the national examination, graduation is determined by the students' English score. These statements suggest that English is essential to the field of education.

Every subject taught at school including English has been determined by achievement. According to Rahmani (2011) in all educational systems, academic achievement is one of the most important indicators of learning and understanding. Furthermore, Marmoah (2012) states that learning achievement is the learning result which has been gotten by the learner that is stated by suitable value with the learner's effort. In short, students achievement refers to the grades obtain by students upon accomplishing the courses in their study.

However, English achievement of Indonesian students is still not satisfying. This is based on the result of students score in national examination of English subject. Kemendikbud (Tribunnews, 2018) mentions that there was a decrease in the average national examination of senior high school students score 2018 in English subject averaged 1.7 points. Based on the data, it can be assumed that Indonesian students still have problems in mastering English.

The unsatisfying results mentioned previously might occur due to some factors, one of them is classroom management. According to Cooper (2011), academic and social-emotional learning is supported and facilitated by classroom management. Effective classroom managers create an environment to foster academic achievement. Moreover, Al-Zu'bi (2013) argues that classroom management refers to all those essential activities which are highly necessary not

only to create but also to maintain a supportive and orderly atmosphere. In addition, a good and efficient classroom management is important to support the students in getting their achievement.

A good classroom management allows the students to be motivated and focused in enhancing their interaction with the whole class. Luz (2015) believe that a good and efficient classroom management is important to set up the rules, manage time and space to give students all the conditions and support to be and feel engaged in the learning process. Moreover, Santrock (2011) also states that good classroom management keep students busy with active, appropriately challenging tasks, have activities in which students become interested and motivated to learn. Therefore, a good classroom management is important to provide a positive environment conducive to the learning process.

In order to create a good classroom management, teachers play two important roles in managing classroom. First, according to Tauber (2007), the role of the teachers is to help facilitate the natural growth motivation in children. Teachers will have to give away some of their power to empower students. Secondly, Al-Zu'bi (2013) revealed that, the role of teachers is create a supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. Indeed, the effective classroom management by the teacher can make the students feel more motivated and engaged in the learning process.

There are some goals of classroom management. Santrock (2011) states effective classroom management has two main goals: to help students spend more time on learning and less time on non-goal-directed activity, and to prevent

students from developing academic and emotional problems. Furthermore, Erden, Aytac, and Erden (2016) also revealed that classroom management has aimed at cooperative work among learners and teachers as well as effective realization of teaching and learning process. In brief, the application of classroom management has an important role in managing the teachers and learners in teaching and learning activity.

Many teachers assumed that managing classroom in teaching and learning process has many difficulties. Oliver, Wehby, and Reschly (2011) state that the problems encountered by teachers in managing the classes are: (1) organizing the classroom, (2) planning and teaching rules and procedures, (3) managing student work and improving student accountability, (4) maintaining good student behavior, and (5) conducting instruction and maintaining momentum. In short, managing the classroom is the major problem in some schools faced by the teachers in teaching and learning process.

A preliminary study was conducted by interviewing the teacher of English and the twelfth grade students of SMA YPI Tunas Bangsa to see the overview about English teaching and learning activity. Based on the interview with the students, it was found that most of the students could not concentrate well during the process of teaching learning English, they also had difficulties in understanding the teachers instructions in English. The students also said that they were dissatisfied with their academic achievement because the class sometime seemed boring so they did not participate in the class as well. Furthermore, the teacher stated that she had some problems when teaching English in the class.

The problems are: the students were lazy to do the assignments, the students in the class did not really pay attention to the teacher's explanation, and some of them were not active in learning English. Those statements above show that there were some problems of classroom management in teaching and learning process.

There have been some studies concerning the issues in preliminary study. A study conducted by Obwoya (2013) on the relationship between classroom management and learners' achievement found that there is a significant positive relationship between classroom management and learners' achievement. Furthermore, a study conducted by Rana and Akbar (2010) on the relationship between classroom learning environment and students' achievement in higher education which focus on classroom learning environment in Mathematics class showed that classroom learning environment does affect students' academic achievement. Another study conducted by Mahmoodi, Izadi and Dehghannezhad (2015) by using one hundred and five Iranian EFL teachers (50 males and 55 females) in Shiraz and Hamadan district, found that there is no correlation between classroom management and students' achievement.

Since there have been inconsistency among the results mentioned above, I am interested in conducting a study entitled the correlation between English teachers' classroom management and English achievement of the twelfth grade students at SMA YPI Tunas Bangsa Palembang.

1.2 Problems of the study

Based on the background, the research problems are formulated in the following questions:

1. Was there any significant correlation between each dimension of English teachers' classroom management and English achievement of the twelfth grade students at SMA YPI Tunas Bangsa Palembang?
2. Did each dimension of English teachers' classroom management significantly influence English achievement of the twelfth grade students at SMA YPI Tunas Bangsa Palembang?

1.3 Objectives of the Study

Based on the problem mentioned above, the objectives of the study are as follows:

1. To find out if there was a significant correlation between each dimension of English teachers' classroom management and English achievement of the twelfth grade students at SMA YPI Tunas Bangsa Palembang.
2. To know if each dimension of English teachers' classroom management significantly influenced English achievement of the twelfth grade students at SMA YPI Tunas Bangsa Palembang.

1.4. Significance of the Study

This study is expected to provide information and contributions to the development of language teaching and learning, especially understanding the teachers classroom management to the students academic achievement, particularly English. Furthermore, the students are expected to find out their weaknesses to improve their learning achievement, especially in English subject.

The teachers of English are expected to find the effective strategies, methods and approaches to build a good classroom management for their students on English. This study might also guide the teachers to manage and control the students' in English subject such a way that helps in improving the students' achievement.

The results of this study is also expected to give more information and knowledge about influence of classroom management in learning English. And also it will give more information to the teacher about the importance of the role of classroom management to English achievement . The parents can also motivate their children to be successful in their study by facilitating their children need for school. In addition, this study will give an alternative source and guidance when conducting similar research and expand for better result in the future. Furthermore, I expected to gain some experiences in educational research.