

# **CHAPTER I**

## **INTRODUCTION**

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The first chapter is the introduction that consists of eight parts: (a) the background of the study, (b) the statement of the problem, (c) the objectives of the study, (d) the theoretical framework, (e) the significance of the study, (f) the scope and limitation of the problem, (g) the definition of key terms and, (h) the organization of the study.

#### **1.1 Background of the Study**

Teaching is both art and science that some innate ability complements learned teaching skills, and that with all of our best laid lesson plans there still remains an intangible aura surrounding acts of learning. There is a way where art and science mingle in the principles and approaches and techniques and plans of ESL teachers, and one of its implications is classroom management.

Classroom management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes some to leave teaching altogether.

It is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology.

A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. Affirmation teaching avoids traditional threats, bribery, or persuasion, and relies instead upon creating an environment where students are successful as a result of their own efforts (studying for an examination, for example).

Gebhard (1996, p. 69) defined classroom management as the way a teacher organizes what goes on in the classroom. It encompasses an abundance of factors ranging from how a teacher physically arranges the classroom, the teaching styles, and the classroom energy. Classroom management includes some variables such as the physical environment of the classroom which contains sight, sound and comfort, seating arrangements, chalkboards use and equipment; and teacher voice and body language.

In pedagogical practice, classroom management includes factors such as the arrangement of the amount of teacher talk in the teaching and learning practice, the techniques of elicitation or questioning, of giving instructions and commands, of keeping students engaged to the task and classroom activities, of

making evaluation on students' performance and of making the language comprehensible to the students ( Gebhard,1996, p.69)

Obviously, classroom management is somewhat essential in ensuring the success of the teaching and learning process. It provides a path to gain every lesson objective beyond the lesson plan. It reflects how the knowledge is transferred from the teacher to the students. It is a concept design about how to arrange the class or the students to reach the final understanding about what is being taught successfully. It is the art of teaching.

Success in language learning depends less on materials, techniques and linguistics analysis, and more on what goes on inside and between people in the classroom. A teacher must be able to manage the classroom situation such as managing the sight, sound and comfort during learning, decide appropriate seating arrangement for every activity he/ she manages, make use of the chalkboard and other classroom equipments, and manage his/ her voice and body language during teaching. When all the above requirements are fulfilled, it is expected that the learning will be effective and efficient (Stevick, 1980, p. 4).

The application of classroom management for every level will be different ( Harmer, 2002, p.38). Classroom management for young learners, of course, will be different from that for adolescents. This is based on the fact that the students' age is a major factor in making decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills.

According to Harmer (2002, p. 38), young learners learn differently from adolescents in the several ways: they respond to meaning even if they do not

understand individual words; they often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught; their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with; they generally display an enthusiasm for learning and a curiosity about the world around them; they have a need for individual attention and approval from the teacher; they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom; they have a limited attention span; unless activities are extremely engaging they can easily get bored and lose interest after ten minutes or so.

Regarding the characteristics of young learners, of course, to be a good teacher at this level needs a rich diet of learning experiences which encourages the students to get information from a variety of sources and also understanding of the appropriate classroom management skills to deal with. Therefore, this study focuses on the application of classroom management for young learner levels because the researcher considers that working with young learners is a demanding challenge. For the teaching of younger students, less course time is devoted to content, and more to learning how to teach. It needs comparatively little education in content but much more in teaching approaches, preparation of the environment, classroom management, and techniques for working with parents and other adults. This condition is quite different from teaching adults that requires more attention

in content. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still.

Since this research on the application of classroom management in teaching young learners in EFL context, it is conducted in *Sentra: Foreign Languages*, an English course for young learners in Surabaya. *Sentra: Foreign Languages* is a language course for children between 3-15 year old and it uses method which combines play and learning. As of today, *Sentra: Foreign Languages* has over 300 students and most of them aged from 3 to 12.

It studies the ability of its English teachers in conducting classroom management especially for young learners based on certain pre-determined variables and observed how the applied classroom management plays role in reaching the lesson objective of the material taught.

## **1.2 Statement of the Problem**

Based on the background of the study, the problem of the study is as follows:

- (1) How do “Super Kids 1” level’s teachers at *Sentra: Foreign Languages* manage their classrooms?
- (2) What factors support and/ or hamper the application of classroom management for young learners in “ Super Kids 1” level at *Sentra: Foreign Languages* Surabaya?

### **1.3 Objectives of the Study**

In line with the statement of the problem, the objective of the research is to:

- (1) Describe the application of classroom management for teaching English to young learners in “Super Kids 1” level at *Sentra: Foreign Languages* Surabaya based on pre determined variables cited from Brown’s *Teaching by Principles*.
- (2) Identify the factors that support and/ or hamper the application of classroom management for teaching English to young learners in “Super Kids 1” level at *Sentra: Foreign Languages* Surabaya in order to generate suggestions and solutions to problems that may appear.

### **1.4 Theoretical Framework**

This study about the application of classroom management is based on two theoretical frameworks. The first framework concerns classroom management. Success in language learning depends less on materials, techniques and linguistics analysis, and more on what goes on inside and between people in the classroom (Stevick, 1980, p. 4). A teacher must be able to manage the classroom situation such as managing the sight, sound and comfort during learning, decide appropriate seating arrangement for every activity he/ she manages, make use of the chalkboard and other classroom equipments, and manage his/ her voice and body language during teaching. When all the above requirements are fulfilled, it is expected that the learning will be effective and efficient.

Another framework used in this study is that of teaching English to young learners by Harmer (2002, p.38) states that young learners are different from adult learners in several ways: they respond to meaning even if they do not understand individual words; they often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught; their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with; they generally display an enthusiasm for learning and a curiosity about the world around them; they have a need for individual attention and approval from the teacher; they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom; they have a limited attention span; unless activities are extremely engaging they can easily get bored and lose interest after ten minutes or so.

The theories are well related in this study since the learner differences will affect the conduct of classroom management. It is expected that by being aware of the differences, the classroom teachers will be able to manage the classes appropriately in order to meet the teaching objectives.

### **1.5 Significance of the Study**

This study contributes theoretically and practically to such parties as the researcher herself, the institution, *Sentra: Foreign Languages* Surabaya, the teachers whose classes were studied and English teachers and lecturers in general.

**A. To the researcher**

The study functions as a means of (1) widening the researcher's horizon on English teaching pedagogy, (2) gaining better understanding on how the teacher conducts her classroom management in young learners level, and (3) improving and sharpening the researcher's teaching skills and practice through the understanding gained from the study.

**B. To the management of *Sentra: Foreign Languages* Surabaya**

The study can function as (1) a reference for the management of *Sentra: Foreign Languages* in understanding how the teachers, as an important part in the teaching-learning process at *Sentra: Foreign Languages* conducts their classroom management in teaching young learners, (2) feedback for the management of *Sentra: Foreign Languages* in their efforts to improve the teaching quality and classroom management.

**C. To the teachers whose classes were studied**

The study can function as (1) a reflective reference for the teachers in understanding how their teaching and classroom management in teaching young learners appear to be and (2) feedback for them to improve their teaching and classroom management.

**D. To English teachers and lecturers in general**

The study can function as (1) reflective reference for the teachers and lecturers of English in general in their efforts to widen their horizon and gain better understanding on teaching pedagogy and (2) inputs for the teachers and

lecturers in their efforts to improve their classroom management and teaching practices.

### **1.6 Scope and Limitation of the Study**

#### **A. The scope of the problems**

This study mainly focuses on the application of classroom management including its elements such as preparation, presentation, execution, personal characteristics, teacher- student interaction and physical environment that are sight-sound and comfort, seating arrangement, and whiteboard usage, in the teaching and learning process of English as a foreign language to young learners in “ Super Kids 1” level at *Sentra: Foreign Languages*

#### **B. The limitation of the study**

There are some limitations in this study since the researcher observes only three teachers. The classroom observation is conducted only four times for each teacher.

### **1.7 Definition of Key Terms**

**Classroom management** is a process of planning, organizing, leading and controlling what is going on in the classroom so that the teaching and learning process can be done effectively and efficiently. It involves how to manage students' behavior, movement and interaction, and also physical environment and instructional materials.

**Young learners** are defined as learners of English as a Second/ Foreign language within 4-12 years of aged ( Nagy, 2007)

**Super Kids 1** is one of the course levels in *Sentra: Foreign Languages* Surabaya which is dedicated for children aged 4 - 6.

### **1.8 Organization of the Thesis**

The thesis consists of five chapters. The first chapter is the introduction that consists of eight parts: (a) the background of the study, (b) the statement of the problem, (c) the objectives of the study, (d) the theoretical framework, (e) the significance of the study, (f) the scope and limitation of the problem, (g) the definition of key terms and, (h) the organization of the thesis.

The second chapter is review of related literature. It reviews theories on (1) classroom management which consists the description of (a) the definition of classroom management and, (b) the elements of classroom management, (2) teacher and classroom management and, (3) teaching English to young learners.

The third chapter is research methodology. It provides description on (a) the research design, (b) the subjects of the study, (c) the data collection, (d) the research instruments and, (e) the data analysis.

The fourth chapter serves the report on the result of the classroom observation and evaluation. The report is in the form of band descriptor tables and their description.

The fifth chapter provides discussion and conclusion. It provides general description about the observed classroom management and discusses factors that

support and/ or hamper the conduct of classroom management in " Super Kids 1" level at *Sentra: Foreign Languages* Surabaya.