CHAPTER 1
INTRODUCTION

This chapter discusses some topics related to background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation of the study and definition of the key terms.

1.1 Background of the Study

Teaching English in elementary school is a great challenge for teacher. Elementary students are categorized as young learners who have different characteristics from older learners. Concerning the characteristics of young learners, Cameron (2001: 1) states:

Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on task they find difficult.

From the statement above, it can be said that young learners have full spirit in learning. They will do what their teacher wants obediently. Besides, young learners are less able to control their boredom and lose motivation easily. Therefore, the elementary teacher must be able to create conducive and enjoyable classroom atmosphere where young learners are motivated to learn English effectively. As stated by Cotter (2011: 1), “An elementary school classroom should have a positive and enjoyable atmosphere, while also functioning as an active learning environment.”

To create an enjoyable and conducive atmosphere, the teacher plays important role in the class that is as a classroom manager (Marzano, 2003). Dealing with the
definition of classroom management, Gebhard (1996: 69) said that classroom management is the way teacher organizes what goes on in the classroom and it has a goal to create conducive atmosphere where the students can learn effectively. He also states that in EFL (English as a Foreign Language) classroom management, the teacher should provide students’ opportunities to interact in English in meaningful ways. To conclude, classroom management is teacher’s efforts to organize the activities in the classroom in order to reach conducive classroom atmosphere which support the students to learn optimally.

Wragg (2001: 7) stated that as an elementary classroom manager, the teacher has many things that should be managed. Those are: resources and materials, teaching and learning strategies, time and space, students’ behavior and safety, and relationship in and out of school. It means as a classroom manager the teacher must be able to provide appropriate materials and activities, use time efficiently, arrange layout of room, maintain students’ discipline, and create students’ safety in the classroom. Besides, the teacher must be able to build a good relationship with the students, support staff, and parents. Those things should be well managed in order to reach effective classroom management.

Effective classroom management is very important to be done because it helps the teacher to reach effective teaching and learning process. As stated by Cotter (2011: 1), “A poorly managed classroom cannot run smoothly, which results in an environment that prevents students from having the opportunity to learn to their highest potential.” If the class is full of disruptions and not enjoyable because of poor management, students will be difficult to actively participate in lesson which is taught
by the teacher. Therefore, well classroom management should be applied by the teacher to reach effective teaching and learning process.

The previous research conducted by Prifiyanti (2010). She focused on classroom management done by the teacher in teaching English at SMPN 1 Gondang Wetan Pasuruan. The result showed that the class ran smoothly with minimum disruptions because the teacher applied good classroom management by doing some preparations and aspects of classroom management. Moreover, Zain (2011) on “A Teacher’s Classroom Management in Teaching Large Class at the Tenth Grade of MAN Batu” found that the preparations and aspects of classroom management were used by the teacher to reach effective teaching learning process in large class.

Both of the researches above show that good classroom management produces an effective teaching and learning process. According to Marzano (2003: 1), “Well managed classroom provide an environment in which teaching and learning can flourish.” Therefore, classroom management is important knowledge and skill that has to be possessed by the teacher to create an effective environment for teaching and learning process.

Becoming an effective classroom manager needs efforts. It is also more complicated when the teacher teaches English for young learners. The teacher should have good skills in maintaining children’s discipline, building good relationship with children, and creating interesting activities which encourage children to interact in English.

UEFA (Universal Education for All) is a course institute in Malang which provides English for young learner course. The researcher is the UEFA tutor who
teaches the first grade students. Keller, Hembree, and Carrol (2003) stated that first grade students like to test muscle strength and skills (running, climbing, jumping) and like to make some noises in the classroom. Besides, as stated before, young learners are less able to control their boredom and lose motivation easily. Those conditions are really experienced by the researcher when she teaches first grade students. The researcher believes that managing first grade students is a great challenge, it is more difficult to manage first grade classroom than other grade classrooms. The researcher believes that an effective classroom management should be applied to deal with those conditions. Since the researcher is junior tutor, she is curious to know the classroom management strategies used by the senior tutor of UEFA course in teaching English at the first grade of SDN Kasin Malang.

Based on the reasons above, the researcher decides to conduct a research entitled “Classroom Management done by the Tutor of UEFA Course in Teaching English at the First Grade of SDN Kasin Malang.”

1.2 Statement of the Problems

Based on the background of the study explained above, the problems are formulated as follow:

1. What are the classroom management strategies done by the UEFA tutor in teaching English at 1A of SDN Kasin Malang?

2. What are the classroom management problems faced by the UEFA tutor in teaching English at 1A of SDN Kasin Malang?

3. How does the UEFA tutor overcome the classroom management problems?
1.3 Purpose of the Study

The purposes of this study are as follow:

1. To know the classroom management strategies done by the UEFA tutor in teaching English at 1A of SDN Kasin Malang.

2. To find the classroom management problems faced by the UEFA tutor in teaching English at 1A of SDN Kasin Malang.

3. To describe the UEFA tutor’s ways to overcome the classroom management problems.

1.4 Significance of the Study

The result of this study is expected to give contribution and knowledge for the teachers who teach English for young learners. It is also expected to help the teachers understand several strategies to manage English for young learner class and the ways to overcome the classroom management problems. For the UEFA course, the result of this study is expected to contribute useful information to improve the tutors’ quality in managing English for young learner class. Hopefully, it also can be the reference for the English department students who will conduct the similar study.

1.5 Scope and Limitation of the Study

The scope of this study is classroom management done by the UEFA tutor in teaching English for young learners. This study focused on classroom management strategies, problems in managing class, and the tutor’s ways to overcome the problems. Meanwhile, it is limited on the classroom management done by one tutor of UEFA course who teaches in 1A of SDN Kasin Malang.
1.6 Definition of the Key Terms

The definitions of key terms in this research are presented in order to avoid misunderstanding in using the terms that exist in this research. The terms that need to be defined are as follow:

1. Classroom management is the way teacher organizes what goes on in the classroom and it has a goal to create conducive atmosphere where the students can learn effectively (Gebhard, 1996: 69).

2. UEFA (Universal Education for All People) is the name of English course institute in Malang. It provides English for young learner course. The teaching and learning process is held in the schools which cooperate with UEFA course. SDN Kasin malang is one of the school which cooperates with the UEFA course.