CHAPTER I
INTRODUCTION

In this chapter, the writer explain about background of study, statement of problems, purpose of study, significance of study, scope and limitation, and definition of key terms.

1.1 Background of Study

Teacher is one of the components of learning process. The teacher should always be creative in managing the teaching and learning process, so the teacher must be able to vary their teaching method and teaching materials. According to Harmer (2001) teacher has eight roles, those are teacher as a controller, organizer, assessor, prompter, resource, tutor, and observer. The first role of the teacher as a controller means that teacher should be able to control the classroom and conduct the situation in the classroom. But, nowadays, there are still many teachers who have dead spots when they teach (Santrock and Davis, 2008). In this case, they are not able to manage the class because he or she was less preparation and lack of skill or knowledge about classroom management. There are some cases that teachers should avoid reaching the goal of teaching learning effectively.

Classroom management is an urgent thing that the teacher has to consider carefully. Classroom management is a set of teacher behaviors and activities directed at engaging students in appropriate behavior and minimizing disruptions (Emmer, et al in Davis, 1989). In minimizing the misbehavior in the class, the teacher should has
a preparations and plan before teaching. In fact, many teachers do not know what will they do because of minimum preparation, as a result, the teaching target can’t be reached. From the statement above, it is clear that the classroom management is important for the teacher. Prifiyanti (2009) found that the teachers need a plan and preparation for managing the classroom. There are several aspects of classroom management according to Kounin in Parsons, Hinson and Sardo Brown (2001), they are withitness and overlapping, momentum and smoothness, group alerting, students accountability, and satiation or valence, and challenge arousal. Those aspects are important, and the teacher should consider them to prevent and stop misbehavior that might happen in the classroom.

Actually, classroom management is not only to avoid misbehavior or bring student to avoid doing anarchy, but also facilitate student’s motivation and student achievement (Brophy, in Brown, 2001). Teachers should have good ability to manage the class, control the student, and they have to be creative to facilitate and keep student’s motivation in learning. Classroom management helps both the teacher and the student. It provides student with structure and achievable goals, by knowing what expected to them. Classroom management will bring teacher to reach the goals of teaching learning easier. This occurs in every level or grade of school also every subject in teaching learning process, and one of them is in teaching science in junior high school.

Science is one of the subjects thought in all levels of education in Indonesia. Science is body of knowledge, a way of thinking, a way of investigation, a way of experimentation in the pursuit of exploring the nature (Kumari et al, 2008). Students
face new thing when they are thought by using foreign language (in this case English) because nowadays many schools compete to be RSBI or SBI (applying bilingual school). School with international standard is the school that prepares the students to be international student oriented, whether in applying communication skill by using international language (communication oriented) and mastering every subjects that are thought (brain oriented). School with international standard is the school which has international quality and prepares the alumnus to be able to compete in international scale (Ahmadi, et al, 2010).

In bilingual class, the teacher and students use English language in teaching learning process, not only in English subject but also in the other subject including science. The subjects that must be thought in English are mathematics, science, and information and communication technology (ICT). Widaranti (2010) found that there were no differences between classroom management in bilingual mathematics class and classroom management in teaching mathematics in regular class. The different is only the language use in instruction.

In teaching science in bilingual class, the teacher should have different method in managing the classroom because science is one of the difficult subjects for the students. Teaching science using English is difficult and it needs good preparation, because there are many terminology and laboratory activities. In learning science, giving experience to the students by practicing some experiments is better than only giving definition about all the materials. According to Chakradara (2006), the term of science is ethimologically synonymous with knowledge which, of course truly doesn’t imply that all knowledge is science. Science has many
terminology words different from English that is used as usual. It makes the teachers careful and wise in explaining the material to the students by using communicative English. It is important to realize about what the teacher should prepare to manage the class, and how the teacher anticipate the difficulties in managing the science class. Science also the subject that requires students do more discussions because there are many practical works in a group. In teaching science, an outdoor activity is one of the methods to make the classroom interesting, so the students are not bored in learning process.

From the explanation above, it can be concluded that this research is different from Prifiyanti’s (2009) and Widaranti’s (2010) research. Prifiyanti’s (2009) research focuses on classroom management done by the teacher in teaching English. Widaranti’s (2010) research focuses on classroom management in bilingual mathematics class, while this study focuses on the classroom management in science bilingual class. Furthermore, to complete the research, this study focuses on the preparation in managing the classroom, the aspects of classroom management, and the difficulties in managing the science bilingual class at SMPN 1 Probolinggo. SMPN 1 Probolinggo has the heterogeneity of students who come from various background of family that can influence the classroom condition. Furthermore, some strategies should be used to manage the class, so that the teaching learning process can run well.

Based on the previous reasons, SMPN 1 Probolinggo is appropriate school as the place to conduct a research, because SMPN 1 Probolinggo is one of the bilingual schools that has high standard as the target. SMPN 1 Probolinggo’s are producing
their graduate student with best soft skill, best communication skill by using international language, and mastering any materials that are thought by getting high score in national final examination. The school also produces students that are always recommended in the best senior high school at Probolinggo city.

1.2 Statement of Problems

Based on the background of the study, the problems of the study are formulated as follows:

1. What are the teacher’s preparations to manage the science bilingual class at SMPN 1 Probolinggo?
2. What aspects of classroom management which are considered by the teacher to teach science in bilingual class at SMPN 1 Probolinggo?
3. What difficulties are faced by the teacher in managing the science bilingual class at SMPN 1 Probolinggo?

1.3 Purpose of Study

The purposes of the study are:

1. To know the teacher’s preparation to manage the science bilingual class at SMPN 1 Probolinggo.
2. To find the aspects of classroom management which are considered by the teacher to teach science in bilingual class at SMPN 1 Probolinggo.
3. To know the difficulties are faced by the teacher in managing the science bilingual class at SMPN 1 Probolinggo.
1.4 Significance of the Study

This study is expected to be useful for the teacher in managing the classroom, to make class conducive and effective. It is also expected to contribute beneficial information for the improvement of the quality of teaching learning science by using English in managing the classroom. For the students, it expects to increase their motivation to join the classroom as well as possible. It is also expected the students understand well about all materials when the lesson delivered in foreign language as well as if that is delivered by Indonesian. Furthermore, for the schools, it is hoped that they can provide the facilities for teaching and learning process.

1.5 Scope and Limitation

The scope of this research is the classroom management. The limitation of this research is the science teacher’s classroom management in bilingual class at SMPN 1 Probolinggo.

1.6 Definition of Key Terms

To avoid misunderstanding, the writer gives the following definitions of the key terms based on the title:

1. Classroom management as the use of rules and procedures to maintain order so that learning may result (Elliot, et al 2000).
2. Teaching is a process in transforming information from teacher to students (Richard, 2004).
3. School base on International standard are schools that already meet the SNP (national standards) are enriched with the superior quality that comes from certain OECD (Organisation for economic co-operation and Development) or other developed countries (PP 78, 2009).