

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

A teacher must possess strong teaching abilities, but personal qualities are just as crucial since they are essential to learning achievement. (Zamani & Ahangari, 2016). Teaching was not only about how to transfer knowledge but also how to deliver it. As an important part of education, Teachers are supposed to ensure that students enjoy the lessons and that the teaching and learning process goes smoothly. This was necessary to achieve the planned learning objectives, particularly to help students achieve good performance.

A teacher should be able to effectively supervise the class during the teaching and learning process. Ulfa & Afriazi (2019) define classroom management as the teacher's endeavor to establish a welcoming, cozy, and upbeat environment in the classroom. The teaching and learning process will be more polite and orderly if the teacher practices effective classroom management. Because it creates a favorable atmosphere, keeps pupils from becoming bored, and makes both teachers and students feel better, every teacher needs to be able to control the classroom during the teaching and learning process.

There were several components of the strategy to be implemented in the teaching and learning process, one of which was classroom management, which was needed by the teacher to achieve the objectives of the teaching and learning process properly. McCreary (2013), claimed that techniques and

tactics employed by teachers to keep a classroom atmosphere that supported students learning progress were known as classroom management strategies.

Based on the researcher interview with one of the English teacher at SMP Negeri 1 Lingga, the transition of the student atmosphere from elementary to junior high school was a challenge for teacher because of course in the previous environment was very different learning strategies and classroom management, so teacher had to be extra in introducing their new environment and making them interested in learning English. limited classrooms are also among the difficulties faced by teacher, but even so, even though the class was not large enough, the teacher was still able to easily set up the classroom and maintain good classroom management. This positive energy was a great opportunity to be directed into productive collaboration. In the implementation, teacher develop the best strategies to manage class dynamics to make the learning atmosphere more conducive. The observation showed that with the right support, the learning facilitation process could be continuously improved to created a more effective and enjoyable learned environment, and the English teacher at SMP Negeri 1 Lingga had a good management classroom.

Most students in the class showed enthusiasm. This seen from their enthusiasm in interacting with peers, although sometimes they needed to be directed to stay focused during learning activities. Interest in English lessons was still growing, and some students showed the need for additional motivation to be more active and participated optimally, especially in

completing the assignments given. The teacher had tried to keep the classroom atmosphere conducive through a patient approach and giving warnings tactfully.

This situation reflected that the teaching and learning process was a space rich in potential and opportunities to grow together. Therefore the researcher was eager to learn more about the classroom management techniques employed by the teacher with the title **“An Analysis of Classroom Management Strategies Used by English Teacher on Seventh Grade at SMP Negeri 1 Lingga.”**

1.2 Identification of the Problem

Based on the research background above, the researcher got the following problems:

1. The transition of the learning atmosphere from elementary to junior high school was often a challenge for teacher.
2. English teacher should more often carry out the learning process with interesting student-centered strategies to increase students' interest in learning English.
3. Limited classroom space was a challenge for the teacher to organize the classroom.

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher was limited to Analyze classroom management strategies used by English teacher in seventh grade at SMP Negeri 1 Lingga

1.4 Research Questions

Based on the background of the problem above, the research question of this study was “What Classroom Management Strategies do the English teacher used in seventh grade at SMP Negeri 1 Lingga?”

1.5 Purposes of the Study

Based on the research question, the study was intended to identify Classroom Management strategies used by English teacher in seventh grade at SMP Negeri 1 lingga.

1.6 Significance of the Study

The results of this study were expected to be useful for English language teaching and learning. the expected contributions are:

A. Theoretical

Theoretically, the researcher hoped that this research could be useful for teaching English language learned, especially in strategy classroom management.

B. Practical

The practical benefits of the results of this study were expected to be useful for teachers, students, and other researchers.

1. Students

For Students, the researcher hoped this research would benefit from a classroom setting that was more conducive to learning.

2. Teachers

For teachers, in order for those who used it to manage their classrooms in a way that met the needs of both teachers and pupils, the researcher intended that this study would offer information on classroom management.

3. Schools

For schools, researchers hoped this research could be a model for creating education and learning programs with high-quality standards.

4. Other Researchers

For other researchers, I hoped this study would improve the researcher's performance and deepen the researcher's understood knowledge of how to implement more effective teaching procedures.

1.7 The Key Terms

1. Analysis. A process of examined or analyzed a study to understand its underlying issues.
2. Classroom management. was a set of exercises used by educators to methodically plan the teaching and learning process. The objective was to establish a peaceful and supportive learning atmosphere in order to optimize students' potential.

3. Teaching English. aimed to provide efficient classroom management while assisting students in improving their speaking, listening, reading, writing, grammar, and vocabulary

