

Chapter One

Introduction

In this chapter, the researcher presents several points to reveal an accurate discussion of the main problem of the research. Thoroughly, this chapter elaborates the background of the study, statement of the problem, limitation of the problem, research questions, purpose of the study, significance of the study, and outline of the study.

Background of the study

Classroom management is a way to manage the class and to make sure that the students follow the rule in the classroom. Classroom management is a method to make sure that the activities and lesson in the classroom are carried out smoothly by teacher despite the students behavioral problems (Osakwe & Osakwe, 2015). Besides, Kyle and Rogien (2004) said that classroom management requires a technique of effective teaching, proactive preventive strategies, and positive supportive technique. The approach will help teacher motivate students to involve in their subject and make the students more discipline in the classroom.

Classroom management will help teachers manage the class. It is important to make sure that the students will not disrupt and obstruct the learning process. According to Oliver, Wehby, & Reschly (2011), classroom management focuses on preventive procedure rather than reactive procedure to make students behave and it will build positive classroom environment. Rules and routines also

become preventive ways of inappropriate behavior in the classroom. It will prevent students' misbehavior to happen and allow teachers to acknowledge students who are engaging in appropriate behavior.

Teachers have many kinds of roles in the classroom; however the important role of teacher is as a classroom manager (Marzano, Marzano, & Pockering, 2003). Teacher's role as a classroom manager is important because teacher should make their students in the classroom respect the rules. Besides, students who have not respected the rules will make disruption and chaos in the classroom. This condition is not good for both teacher and students, because this condition makes teacher struggle to teach and students will be difficult to receive the material taught by teachers. Thus, the role of teacher as a classroom manager is important to assure the teaching and learning process run well.

Classroom Management was implemented as a subject in English Education Department of Universitas Muhammadiyah Yogyakarta. The subject was given in the fifth semester. The material of classroom management is useful for students because the material contains how to handle class in learning process. Besides, teaching practice or internship program has been applied in English Education Department of Universitas Muhammadiyah Yogyakarta since 2010. The students of English Education Department take the internship program starting from semester 1 until semester 6. Fresh students teach elementary school students. Usually they teach in a group that consists of two to four people. The students of semester three will take the internship in junior high school students. The students of semester five facilitate senior high school students.

Internship students usually find obstacles in the internship program. Students' disruptive behavior becomes the concern of school in several years (Oliver, Wehby, & Reschly, 2011). According to Mcmanus (1995), students who ask the teacher about some work to do while the teacher is marking is categorized misbehaving. In the teaching and learning process teacher usually gives the students task to do individually or work in pair with their friends. While the students are doing their task the teacher is marking their students one by one and make sure that the class is under control. The teachers need concentration for marking the students, and their concentration will be interfered by the students when they ask the instruction about their work. Besides, Lewis (2008) said that students are talking in the learning process whereas they must listen to the teachers' explanation. Learning difficulties also become the trigger of students' misbehavior (Che, 2012). The difficulties in the learning make students get low self-esteem and become the trigger of students' misbehavior.

According to the researcher's experience, there were some problems in the implementation of classroom management. For example, the students chattered with their friends in the classroom while the material was being delivered. The students also played around with their gadget in the classroom. Besides, some students especially male students fell asleep in the classroom.

Classroom management becomes an issue in the education since 1970 and after 1990 (Wu, Lai, Shih, & Liao, 2015). In Taiwan, vocational high school, homeroom teacher leadership has important role to their students perception. According to Malmgren, Trezek, & Paul (2005), classroom management is

important for education. The methods and strategies of managing behaviour should be applied since elementary school and the issue should get attention in the middle and high school.

The backgrounds above make the researcher interested in conducting a research on “the implementation of classroom management at internship program by students’ of English Education Department Universitas Muhammadiyah Yogyakarta”. The research is conducted to know whether the classroom management is well implemented in their internship program.

Statement of the problem

English Education Department of Universitas Muhammadiyah Yogyakarta has system to give their students teaching experience which is called internship program. The internship program is implemented by the Department from semester 1 until semester 6. The students teach their pupils in elementary school, junior high school, and senior high school. In addition, the internship program has the benefits for students to improve their skills and knowledge. However, the students who do not have experience of teaching feel confused to manage the class and deliver their material to their students. The students found some obstacles in implementing classroom management. For instance, the students chattered with their friends in the classroom while the material was being delivered. The students also played around with their gadget. Some students, especially male students fell asleep in the classroom. Therefore, it is important to conduct this study to know the implementation of classroom management.

Limitation of the problem

Based on the statement of the problem, the researcher limits the research only in the implementation of classroom management by students of English Education Departement Universitas Muhammadiyah Yogyakarta. Furthermore, the research focuses on the implementation of classroom management by students of EED UMY as the limitation of the problem. The research started in August 2015.

Formulation of the Problem

This research was conducted to know the implementation of classroom management by students of EED UMY. Thus, there are two main questions that are addressed in this research.

1. How are the implementations of classroom management in internship program?
2. What are the obstacles faced by students of the English Education Department in implementing classroom management?

Purpose of the study

1. To explore the implementation of classroom management at internship program.
2. To explore the obstacles of students' English Education Department in implementing classroom management

Significance of the study

The research is hoped to give benefits for the following parties, namely the *researcher, future teacher's, institution.*

The Researcher. The researcher chooses the implementation of classroom management that is considered beneficial for the researcher in order to enrich researcher knowledge on the classroom management. The result of this research becomes the references for the next research on classroom management.

Future teacher. The identified problems will become consideration of problem solving for the arising problems in classroom management. Problems that occur in the classroom will become object of evaluation in implementation of classroom management.

Institution. The result of this research can be used as the evaluation for giving classroom management as subject for students in the institution English Education Department of Universitas Muhammadiyah Yogyakarta in order to organize the internship program. The outcome of the research may help institution plan and design the curriculum and identification of the specific teaching skills which teachers need to acquire.

Outline of the study

The structure of this research is organized as follows. In the first chapter, the researcher conveys the introduction of the research. The researcher presents the problem statement of the study and limitation of the problem. Furthermore, the researcher proposes research questions and the purpose of study to answer those

questions. This chapter also provides several research benefits for some intended parties. The second chapter of this research presents review of literature on classroom management and internship program. The third chapter focuses on the research methodology in collecting and analyzing the data which includes research design, research setting and respondents, data collection instrument, and data analysis. In the fourth chapter, the findings of the research question on implementation of classroom management are discussed broadly. The last chapter presents the conclusion and suggestions for several parties.