

CHAPTER I

INTRODUCTION

A. Background of Study

Every day in the classroom brings fresh challenges. Teachers have very little possibility of teaching effectively without excellent classroom management, given that classroom management is one of the most important aspects of teaching and a huge portion of classroom culture. It is part of a process that encompasses time management, student involvement, scholar engagement, and classroom communication while organizing and running a class.

Every individual who works as a teacher must have basic skills. These basic skills include: basic questioning skills, basic skills of reinforcement, basic skills of variation stimulus, overnight and closing skills, and classroom management skills (Sanjaya, 2008). Classroom management skills become one of the basic skills teachers must possess. The skills of classroom management become very important because it is closely related to creating, maintaining and maintaining optimal learning conditions so that students can achieve learning objectives.

The ideal of classroom management is the maximum essential a part of a teacher's mastering activities. Based on Permendiknas No. 16 of 2007 on the competence of academic qualification standards and teacher competence for the competence of teaching learning activities, it is mentioned that teachers must carry out educational learning in the classroom, in the

laboratory, and in the field. The implementation of the intended classroom learning is part of classroom management.

Classroom management is a problem that is often faced by a teacher, both beginner teachers and experienced teachers. According to Suyono and Hariyanto (2011), the problem occurs because it can not be avoided that in every learning, teachers will find various diversity of students include tribe, custom, culture, nature, attitude, gender, economy, student character and other things.

Class phenomenon that we often find in the teaching-learning process is a class whose students are always rowdy, a class whose students are always rowdy but more positive, and a quiet class and discipline (Harsanto, 2007). Through some examples of such class phenomenon, teachers need to know and have skills in how to manage the classroom with various situations and conditions. That is also instructed by Holy Qoran An-Nahl verse 125 in order to the teacher has to teach students well in teaching and learning process. Allah said;

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ. (القرآن سورة النهل: ١٢٥)

The verse above explains about class management which teaches in a classroom management approach to always do good in the right way and if something goes wrong then reprimand it in a good way too. In Q.S An-nahl: 125, there are three methods that can be applied in the educational process, one of which is al-hikmah, this meaning is taken from the word hakamah

which means control, control prevents animals or vehicles from going in unwanted directions or going wild. Choosing the best and appropriate is the embodiment of wisdom. So in this case, it is very important for a teacher to be able to control the situation in the teaching and learning process. Teachers must have good classroom management so that the teaching and learning process can achieve the planned and expected goals.

The prophet also explained the importance of doing things right and well

إِنَّ اللَّهَ يُحِبُّ إِذَا عَمَلَ أَحَدُكُمْ الْعَمَلَ أَنْ يَتَّقَنَهُ (رواه الطبران)

Teacher's skills in classroom management greatly affect classroom learning, but in reality not all teachers master classroom management skills. For that, research on classroom management skills is still interesting to do.

Classroom management refers to the way teachers organize what goes on in the classroom and how to manage the classroom. Fauziati (2015), explain goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful. Its means through meaningful interaction and appropriate classroom management that students can make progress in learning English. Successful teachers are successfully overseen of the classroom climate. It is the motivation behind why classroom management is expected in educating and growing experience and that way the classroom management is essential to the entire training in showing process since it offers students an ideal learning climate, forestalls teacher burnout and causes students and teachers to feel more secure and more joyful, it includes something beyond discipline and rules.

It likewise involves association, schedules with which understudies come to feel great.

According to Nkomo, et.al (2016), one of the things that are important in determining the students' learning outcomes. Student should have felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Classroom management affects students accomplishment. At the point when the classroom management are executed successfully teacher limit the ways of behaving that learning for both individual students and gatherings of students while boosting the way of behaving that work with or upgrade learning. It is required the capacity of English teacher to oversee classroom during showing interaction should be possible well.

Classroom management challenges can be addressed by being poised for complexity, encouraging students, offering a relaxing learning environment, boosting students' self-worth, and being imaginative and innovative in everyday training. By being impetuous, a teacher should not bring life issues into the classroom. The teacher must be willing to simply assume responsibility for classroom supervision and long-term, solution-oriented approaches to challenges.

Currently, universities, especially Islamic universities throughout Indonesia, are implementing what is called language learning, UIN Antasari Banjarmasin is one of the Islamic tertiary institutions that implements language learning. This language learning is commonly referred to as UPB

(Language Development Center). UIN Antasari has been implementing this program for a long time. The Chancellor of UIN Antasari, Prof. Dr. Mujiburrahman, MA in his speech said that the purpose of holding this lesson by UPB was to provide provisions for students to face the future.

Before placing students in a class, the UPB UIN Antasari previously conducted a test called a placement test where the students' abilities would be known, if they passed the test with good or even very good grades, they would enter the high group to the middle group and use the second textbook, and if a student's score on the test is good to good enough, then the student will be grouped in the middle group to the lowest group using the first textbook.

Based on the above descriptions, the researcher is interested in conducting a study entitled "An Analysis of Teacher's Classroom Management Skills in English Class of UPB UIN Antasari Banjarmasin".

B. Research Questions

The following research questions were formulated:

1. How do the teacher manage the English class of UPB UIN Antasari group forty three?
2. What are the difficulties faced by teacher in managing the English class of UPB UIN Antasari group forty three?

C. Objectives of Study

Based on the research questions above, the objectives of this research are said as follows:

1. To describe how the teacher manage the English class of UPB UIN Antasari group forty three.
2. To find out the difficulties faced by teacher in managing the English class of UPB UIN Antasari group forty three.

D. Significance of Study

This study is expected to benefit:

1. For researcher, to add insight in management skills classes in English class.
2. For teachers, this research is expected to foster teachers' motivation in improving the basic skills of teachers, especially skills in managing English classes.
3. For the reader, provide understanding and knowledge about classroom management and enriching insight and knowledge about classroom management in English classes.

E. Definition of Key Terms

To avoid misinterpretation of the identify, the writer explains the technical phrases which includes underneath:

1. Classroom Management

Classroom Management is a way by which the teacher ensures that classroom lessons run smoothly despite disruptive behaviour by students. It also implies preventing disruption by students. It is a wide variety of skills and techniques the teacher uses to keep the students

organised, orderly, focused, attentive, on task, and academically productive in the classroom.

2. UPB UIN Antasari Banjarmasin

Language Development Center (UPB) is an institution that provides foreign language program services including tahsin, English and Arabic.

English is one of the programs from UPB that must be followed by all students of UIN Antasari Banjarmasin. Each student is divided into several groups according to the results of the tests that have been taken.