

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Teachers are the key to the success of the learning process. They have professional responsibilities that can facilitate students' success in their learning and development. One component of the success of the learning and teaching process is the management of the classroom, also called classroom management. Karagianni et al. (2023) defined classroom management as the actions taken by the teacher to establish and maintain a stimulating and encouraging learning environment. Moreover, it aims to organize students, space, time, and materials so that students can learn effectively and have more opportunities to do so (Sieberer-Nagler, 2016). As a result of its connection to students' learning process, classroom management is a component that must be taken into account by teachers.

Classroom management has generated a great deal of interest and has become one of the most regularly discussed topics among EFL teachers. This is owing to the teacher's role as a classroom manager, and effective classroom management has a high potential to contribute to improved learning outcomes (Debreli & Ishanova, 2019). In addition, Iswan et al. (2020) argued that the success of the learning process depends greatly on the strategy and management employed by the teacher. The teaching effectiveness of teachers is measured by their ability to effectively manage the classroom and foster a supportive, encouraging, and stimulating environment for language learning. The teacher in one of the junior high schools in Tasikmalaya utilized interesting learning media, provided feedback, used praise, and created a safe environment that enabled students to express their ideas, thoughts, and opinions. The need for this research derives from a need to delve more into how strategies lead to the revealed impacts- students who are focused and

attentive, as well as students who are happy and comfortable in the classroom. This phenomenon has become an issue for the researcher doing the research.

Previous studies have been conducted related to the topic of this research, namely classroom management strategies. Diniatulhaq et al. (2020) focused on English teachers' perspectives on classroom management strategies. The findings of this study revealed that there are three dominant aspects of classroom management, namely, curriculum and instructional management, behavioral management, and environmental management. In addition, Ahmad et al. (2022) also focused on strategies for classroom management. The findings of the study found seven key strategies for effective classroom management, such as establishing rules and routines, developing student interest, recognizing appropriate behavior, establishing a cooperative and friendly environment, appropriate seating arrangements, interactive teaching techniques, and fostering a sense of collaboration. The research gap of this study lies in the research context, where previous studies only focused on how teachers conduct classroom management strategies in the classroom without knowing the impact on students. It also lies in the data collection, where previous studies were limited to investigating classroom management strategies using semi-structured interviews. To fill this gap, this study aims to explore classroom management strategies in one of the junior high schools in Tasikmalaya using observation and semi-structured interviews to gain a deeper understanding of classroom management strategies and also to explore the impact of classroom management strategies used on students' learning. Thus, the results of this study are expected to provide useful and deeper information for teachers regarding the use of classroom management strategies in the teaching-learning process by looking at the impact of these strategies on students.

## 1.2 Formulation of the Problems

Based on the background of the present study mentioned previously, the current research attempts to address the following research questions:

1. What classroom management strategies does the teacher use during the English language teaching process?
2. What are the impacts of classroom management strategies used by the teacher on the students?

## 1.3 Operational Definitions

- 1.3.1 Classroom Management** : The teacher's action to create an environment that supports and facilitates students learning.
- 1.3.2 Classroom Management Strategies** : Strategies used to create and maintain a learning environment for students during teaching sessions using proactive and reactive classroom management strategies.

## 1.4 Aims of the Study

The study aims to explore various kinds of classroom management strategies performed by an English teacher during the English teaching and learning process and their impact on students.

## 1.5 Significances of the Study

- 1.5.1 Theoretical Use** : This study contributes to enriching the literature on classroom management, particularly in its strategies for language teaching.
- 1.5.2 Practical Use** : This research is expected to provide useful information for teachers about the use of

classroom management strategies that can have a positive impact on students.

### **1.5.3 Empirical use**

: This research produces empirical data regarding the impact of classroom management strategies, thereby supporting the use of evidence-based decision-making in education.