**Chapter I**

**Introduction**

This chapter introduces the problem of the study. It starts with rationale which is explaining about the researcher’sreasontook this case of study, then identification of the problems which expound the problems of the study, then followed by research problems, limitation of the problems, objectives of the study, and the significances of the study.

* 1. **Rationale**

“One of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group”, Harmer (2001:37), so the writer thought that appropriate timing in learning language is in tender age, because children is sucha golden age, they are like super sponge when they learn faster than adult, and easier to remember what they have learned. It does not mean thatadult cannot learn language, but it will be better if the learning process start from child.

“In accordance with academic world, learning a foreign language leads to increase cognitive skills. This means young learners who study English are more creative and better problem solves than students who do not study English (Landry, 1974; Marcos, 2001; Weatherford, 1986 cited in Stewart, 2005).”

According to Landry, 1974; Marcos, 2001; Weatherford, 1986 cited in Stewart, 2005in Yudi, showedthat so many benefits of Learning English. Because of that the teacher wants to focus on how to make student wants to learn English first, definitely with a smart and fun way so they won’t be bored.Teacher also have to know what is the appropriate way to teach the children. Like the classroom management which covers many things from teacher’s instruction until seating arrangement. A good classroom management supports the successful of students learning. Brown said (2001:88) that learning language won’t be maximal when we are just focused on the text book, or text book’s instruction, there are should be a good class room management.

The statement above means that, nowdays, the teacher should has a class room management which make students active, because in learning language, theory is nothing without practice and practice needs activity actually.

In my opinion classroom management covers how the teacher deliver the material, how the teacher talk is, how the student talk is, how the seating arrangement is, are they study in group or not (small or big group) is also important because Johnson and Johnson (1989) in Dunkin said that “students learn in small group tend to learn more of what is thought and retain it longer than when the same content in other instructional format”.

Relating to the result of observation in a language classroom in Brown (2001:2), we should observe what happen and what the choices that the teacher made: choices about how to begin the lesson, which activity will come next, how long to continue an activity, whom to call on, whether to correct a student, and so on. Everything a teacher says and does in the classroom is the result of conscious or subconscious choices among many alternatives.

The writer would conduct the research about class room management and the goals are what is the result of that class room management, is there any differences between holistic and conventional school’s classroom management and which one is better. The researcher choses 6th grade of Rumah Belajar Semi Palar Bandung as a subject of the observation. the writer thought that most conventional schools have the same class room management, every skills in learning language are taught partially, whereas Rumah Belajar Semi Palar has a different concept, the writer expect that the teacher and the class room management also different, so she hopes there will be a good result of the research.

* 1. **Identification of The Problems**

Most of student learning English starts from elementary school and it goes until senior high school, even collage if we want. The teacher and students need a good classroom management to deliver the materials (lesson) and it meets benefits. Because it will be useless if teaching and learning process goes ‘’flat” and there is no interests of the students to learn, so the teacher should have the ability in managing the classroom alive.

Listia and Kamal (2008; Damayanti et al., 2010) in Ramedhan (2011) said that many English teachers in Indonesia do not possess adequate competency to bring their students to meet benefits.

“It is because the teachers do not have enough understanding of young learners' foreign language pedagogy and do not have enough proficiency level of English” Damayanti (2010) in Ramedhan (2011). That condition makes some teachers not creative in managing the class, they do not know well about the classroom management, and they just teach and stuck with the text-book instruction. So the researcher wants to do a research in Rumah Belajar Semi Palar Bandung because she already saw their teaching and learning process (class room management) is relax and friendly.

* 1. **Research Problems**

The writer identified the problems as follows:

1. How is the class room management in non-conventional school?

* What are the teacher’s instruction (opening – closing) of 6th grade of Rumah Belajar Semi Palar?
* How is the teacher talking time (TTT)?
* How are the students talking time (STT)?
* How is the seating arrangement?

1. What are the teacher’s efforts in stimulating student’s learning involvement?
2. What are student’s opinions of the classroom management?
3. What is the result of class room management?
   1. **Limitation of The Problems**

This research is a case of study which focuses on analyzing classroom management in learning and teaching English for 6th grade in RumahBelajar Semi Palar Bandung. It contains of analyzing how the class room management, how the teacher’s talking time, what are the instruction that teacher gives during runing the class, how is the student’s enthusiasm, until the researcher find out what is the result of that classroom management.

* 1. **Objectives of The Study**

The research intends to do as follows:

1. The researcher expected to find out how is the class room management in non-conventional school.

* It attempts to elucidate what are the teacher’s instruction (opening – closing) of 6th grade of RumahBelajar Semi Palar.
* To find out how the teacher talking time (TTT)is.
* To find out how the students talking time (STT)are.
* To find out how important the seating arrangement.

1. To analyze what are the teacher’s effort in stimulating student’s learning involvement.
2. To know about student’s opinions on the classroom management.
3. To assure the result of class room management.
   1. **Significances of The Study**

The writer thought that significances are important to improve her work, determine the method of study and of course to know our goal of the research. Then there are some significances of the study, as follows;

**For The Writer:**

* Giving an opportunity for the writer and a future teacher to develop their knowledge about class room management (especially in non-conventional school) in teaching and learning English language.
* Knowing what are the teacher and students roles in class room management.
* Knowing the result of teaching and learning process related to class room management in non-conventional school.

**For School:**

* The teacher could apply in teaching and learning process if it works good and effective.
* The teachers could improve their classroommanagement.
* There could be a progress and development for the teacher in teaching and learning English Language.
* Showing the result of the classroom management to the school, is that good or not.

**For The Reader and The Other Researcher:**

* Knowing the result of teaching and learning process related to class room management in non-conventional school
* Giving information about the class room management in teaching and learning English in non-conventional school for the reader.
* Giving information to the next researcher about classroom management.
* This paper also can be a comparison for the next researcher.

**For The College:**

* This paper can be used to add collection and information for English Department Pasundan University Students.
* This paper can give contribution to education research, especially in English Department Pasundan University Study.