**Chapter II**

**THEORITICAL FOUNDATION**

**2.1 Teaching**

According to Nasution (1982:8) that *“Kegiatan mengajar diartikan sebagai segenap aktivitas kompleks yang dilakukan guru dalam mengorganisasi atau mengatur lingkungan sebaik-baiknya dan menghubungkannya dengan anak sehingga terjadi proses belajar”*. It means that teaching is an activity where the teacher transferring knowledge to the students and changing their behavior from doesn’t know to knowing the knowledge. From Nasution’s statement above , the successful of teaching and learning activity is based on the teacher’s role, or it means every supporting things in the classroom management.

According to Hamalik (2001:44) that :

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| *“Mengajar dapat diartikan sebagai (1) menyampaikan pengetahuan kepada siswa, (2) mewariskan kebudayaan kepada generasi muda (3) usaha mengorganisasi lingkungan sehingga menciptakan kondisi belajar bagi siswa, (4) memberikan bimbingan belajar kepada murid, (5) kegiatan mempersiapkan siswa untuk menjad iwarga negara yang baik, (6) suatu proses membantu siswa menghadapi kehidupan masyarakat sehari-hari.”* |

Hamalik explain that teaching is deliver the knowledge to student, transmit the culture to youth, the effort to create the learning condition for student, give a tutoring to students, also build the students character to be a good citizen and a process to help students interact in their social life.

**2.2 Classroom Management**

According to Emmer in Dunkin (1987:446) that classroom management is the process of creating conditions favorable to the engagement of the student in classroom activities, while in my opinion classroom management is all about the supporting things during teaching and learning activity, covers how the teacher deliver the material, how is the teacher talk, how is the students talk, also what kind of icebreaking that teacher give to stimulate student’s enthusiasm.

Barliner in Anderson (1989:51) said that you don’t have an opportunity to learn if you in a chaotic classroom. Anderson’s statement shown that a good learning won’t be held if the classroom management worst, classroom management definitely important also become a successful determining in a teaching and learning process.

According to Anderson (1989:28).

“Classrooms are formal social settings. Teachers have the freedom to organize their classrooms as they see fit – placing desks in rows or chair in semicircles, setting up “stations” or learning centers. They have the freedom within broad limits – to set governing appropriate behavior and to enforce those rules. They have the freedom to decide whether to teach to the whole class, form subgroups within the class, or permit students to work individually on self-paced instructional materials.”

The writer not really agreed with the statement above, because it seems like there is no room to student propose what kind of classroom environment and activity, it just like teacher manage everything which is good according to her/his self. Teacher fully manages the class, maybe sometimes it is good, but not every time.

Statement Emmer in Dunkin (1987:437) almost sounds same with Anderson’s statement. He said that:

“Classroom management includes the set of teacher behaviors and activities that are primarily intended to foster student cooperation and involvement in classroom tasks. The concept spans a very broad range of activities, encompassing such things as arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil behavior, dealing with deviant behavior, keeping students accountable for work, and conducting lessons that keep students on task.”

The writer prefer with Duke statement in Merlin (1986:394) that classroom management refers to the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. The writer agreed with that statement because is not only about the teacher roles or teacher’s seating arrangement but focuses on provisions how to make classroom environment comfy for students and the learning spirit can occur. Duke also add that classroom management refers to the action and strategies teacher use to solve the problem order in classroom. However teachers organize their classrooms, they should be mindful of both management and instructional concerns.

Because the writer would like to observe the classroom management here is Brownstatement in Dunkin (1987:362) about classroom management observation:

“Observation in a language classroom, 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. And also what are the media learning that teachers use in teaching and learning activity, the writer add.”

**2.2.1The Physical Environment of The Classroom**

The physical environment of the classroom support the teaching and learning process. If it good enough it can stimulate students learning spirit because it is comfortable and if it not good enough it can’t support the learning activity. So it is important to the teacher or the school staff to focus on every supporting aspect such as the condition of the class, if it worth or not good enough, and the media of learning, if it work or not.

Related to classroom management in Brown (2001:192)One of the simplest principles of classroom management centers on physical environment for learning the classroom itself. Consider four categories:

1. sight, sound, and comfort

As trivial as it may first appear, in the face of your decisions to implement language-teaching principles in an array of clever techniques, students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom. If you have any power to control the following, then it will be worth your time to do so:

* The classroom is neat, clean, and orderly in appearance.

When the classroom is neat and clean the student will study with comfort and healthy environment.

* Chalkboards are erased.

Chalk board or white board use nowdays is should be errased to ease if there are something to write or explain.

* Chairs are appropriately arranged.

Chairs are arranged appropriately with the lesson that teacher wants to teach, it can be group or not. It can be round or row.

* If the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?
* The classroom is as free from external noises as possible (machinery outside, street, noise, hallway voices, etc.).

The classroom should be quite in order to make student focus on their learning activity and teacher order or explanation can be heard clearly.

* Acoustic within your classroom are at least tolerable.
* Heating or cooling systems (if applicable) are operating.

in some school/class has an AC, but in Bandung the writer mean that AC is unnecessary.

1. Seating arrangements

Teacher can arrange the seating of the student, appropriate with the needs. It can be a small group, a row, or when the teacher need more intens with the student the chair may be round. It is all adopted depend on student needs.

1. Chalkboard use

White board now days more exist than chalkboard. Chalkboard is needed in the classroom, it can be a learning media, for example when teacher need to write something or to visualize the words.

4. Equipment

The “classroom” may be construed to include any equipment you may be using. Brown (2001:194) said that if you’re using electrical equipment (say, an overhead projector or a video player), make sure that:

* The room has outlets,
* The equipment fits comfortably in the room,
* Everyone can see (and or hear) the visual / auditory stimulus,
* You leave enough time before and after class to get the equipment and return it to its proper place,
* The machine actually works,
* You know how to operate it,
* There is an extra light bulb or battery or whatever else you’ll need if a routine replacement is an order.

The point is the teacher or the school staff should check everything that is support the teaching and learning activity before start the lesson, make sure that every equipment work good, so that making mistake can be minimized.

**2.2.2Room Arrangement**

According to Emmer in Dunkin (1987:437)

“Ease in moving about the room, uncomplicated access to supplies, and clear lines of sight for both teacher and students are examples of room conditions that may contribute to more efficient use of time and better instruction.”

Conversely, blocked aisles, crowding, poorly stored items that are difficult to retrieve, and areas of the room that are difficult to monitor may contribute to a loss of time for instruction, delays, and off-task student behavior. Thus, an important part of planning for classroom management is the arrangement of the physical setting. To some extent the existing facilities will shape the teacher’s choices. Important physical features to take into account include visibility, access to frequently used areas, and traffic patterns.

Providing clear lines of sight is important both for the teacher and for the students. For the teacher, good visibility allows careful monitoring of children. Visibility for the teacher is not usually a problem during whole class activities, however, care should be taken when planning where to conduct small-group activities to allow the teacher to be able to observe the rest of class. Other characteristics of the classroom layout such as traffic flow and access to work areas or materials are important because of the varied activity patterns and curriculum material used in the modern classroom.

**2.2.3Maintaining The Classroom Management System**

Dunkin (1987:442), once in a place a system requires maintenance and, at times, alteration. The following skills have been found to be related to good management results that is :

**Careful monitoring,** this maintenance skill, related to Kounin’s (1970) in Dunkin (1987:442), concept of “withitness,” means that teacher observe classroom events carefully. During whole class presentations, the teacher maintains good eye contact; in seatwork activities the teacher frequently scans the class to verify tasks engagement and to find children who may need assistance.

When working with a small group, a good monitor will continue to be aware of the rest of the children. Because teachers who are good monitors of student behavior are more likely to detect inappropriate behavior before it becomes disruptive, the importance of this behavior for management is apparent.

**2.2.4Criteria for Effective Management**

The criteria for evaluating management practices emphasize the immediate day-to-day workings of the classroom. Are children engaged productively in classroom activities? Is there an absence of conflict and deviant behavior? Is time used wisely with the major share available for achieving the curricular goals? This emphasis on the immediate and proximal goals of management raises the question of compatibility with the superordinate goals of education, Dunkin (1987 : 437).

Fortunately, evidence on the relationship of management criteria and learning outcomes indicates that better management is associated with greater achievement. When adjust for entering achievement, correlations between student achievement measures and indicators of management effectiveness are usually positive and significant.

Components of good management include identification of clear expectations for student behavior in a wide of classroom activities; establishment; of procedures and rules; consequences; monitoring; prompt handling of inappropriate behavior; student accountability for assignments; and maintaining lesson or activity flow, Emmer in Dunkin (1987: 446)

**2.2.5 Classroom-Management Function**

Rules, routines, and shared control are all elements of successful classroom management. Classroom management itself is not a virtue. Effective classroom management achieves two primary purposes or functions. One major purpose is to establish a climate for learning. A second major purpose is to “engage students in school work and keep them engaged”, Evertson and Emmer in Anderson (1989:29).

**2.3Teacher’s roles and styles**

A teacher has to play many **roles**, think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such roles as a friend, confidante and parent, Brown (2001:200). Teacher is not only teach the and give a knowledge, but also give a room to feel comfort. Comfort in teaching - learning, in sharing, even in educating. When the student feel comfort and close to the teacher, so it wont be hard to teach and manage the student when teaching – learning ruin.

Teacher**teaching style** is another affective consideration in the development of your professional expertise. Teaching style will almost always be consistent with your personality style, which can vary greatly from individual to individual, Brown (2001:201). As you consider the teaching styles below, remember that each represents a continuum of possibilities, and Brown also mention this :

Shy Gregarious

Formal informal

Reserved open, transparent

Understated dramatic

Rational emotional

Steady moody

Serious humorous

Restrictive permissive

The writer thought that teacher must be conditional, she/he can be grearious, rational, open or humorous but it apply in a right time, for example, when the class going bored and the student looks tired the teacher can be humorous and gregarious. Other example when the student hard to do the teacher’s order, the teacher can be serious anad restrictive, all can be combined as long as the style still positive.

**2.4 Teacher Voice and Body Language**

One of the first requirements of good teaching is good voice projection. You do not have to have a loud, booming voice, but you need to be heard by all the students in the room, Brown (2001:195). Right, the teacher should not talking to loud when give an explanation but just clear enough to be heard.

Your voice isn’t the only production mode available to you in the classroom. Nonverbal messages are very powerful, Brown (2001:195). In language classes, especially, where students may not have all the skills they need to decipher verbal language, their attention is drawn to nonverbal communication. Here are some pointers:

* Let your body posture exhibit an air of confidence.
* Your face should reflect optimism, brightness, and warmth.
* Use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.
* Make frequent eye contact with all students in the class.
* Do not “bury yourself” in your notes and plans.
* Do not plant your feet firmly in one of place for the whole our.
* Move around the classroom, but not to distraction.
* Follow the conventional rules of proxemics (distance) and kinesthetic (touching) that apply for the culture(s) of your students.
* Dress appropriately, considering the expectations of your students and the culture in which you are teaching.

The pointers above is some of gesture (body language) and voice management that teacher should do. Teacher is a limelight and become a role model for the student so the teacher should think twice and act wise. Wise means that we should think first before we act. The writer definitely agreed with the pointers above because those are the little things that teacher should notice, sure the teacher’s attitude also important and it cover all the good gesture.

**2.5Unplanned Teaching: Mind stream Lesson Changes**

Related to Brown (2001:195) that classroom management involves decisions about what to do and when :

* Your students disagrees and throw off the plan for the day,
* You digress and throw off the plan for the day,
* An unexpected but pertinent question comes up,
* Some technicality prevents you from doing an activity (e.g., a machine breaks down, or you suddenly realize you forgot to bring handouts that were necessary for the next activity).
* A student is disruptive in class,
* You are asked a question you don’t know the answer to (e.g., a grammatical point),
* There isn’t enough time at the end of a class period to finish an activity that has already started.

Sometimes, everything that teachers have planned can’t goes well like we want to, the media of learning can be error, or something which is not supporting and make a mess the plan. The students also unpredictable, sometimes easy to manage sometimes can’t control and to be given an instruction. So the teacher should have a “plan b” and know what the decision that should take. The writer mention this if there will be find an unplanned teaching in her classroom observation.

**2.6Creating Positive Classroom Climate**

Creating a positive classroom climate related to Brown (2001:202) we need to do these :

1. Establish rapport
2. Balance praise and criticism
3. Generate energy

The writer agreed with that theory, first, establish rapport is one of the important thing that teacher should create with the student, when teacher establish rapport with the student, they will be more comfort and close in a learning process. Establish rapport may also mean respectful, because establish rapport can be show in many way such as giving a feedback when the student has a progress, listening when student talking or giving comment, stay close and patient when some students learning ability slower than other, create a good connection with the student is a key in creating a good classroom management.

Everything which too much is not good, also in creating a good connection with the student.balancing praise and criticism is a must. When student make a mistake, critics is proper to give, contrary if the student get high score or has a progress the praise is must to give, but everything should be appropriate, not less or more.

In generate the energy, teacher own self is a key. Teacher can persuade what would the class be. Teacher may bring the positive or negative energy to the class and spread it to the student. Of course every teacher want to be a good guidance for the student, teacher bring a positive energy and spread it to the student and make a good interaction.

**2.7Identifying Expected Student Behavior**

According to Dunkin (1987:438),Much research indicates that in order to manage classrooms effectively teachers must play a central role in defining expected student behavior. This implies that teachers must have a clear idea of what behaviors are and are not appropriate in advance of instruction. However, identifying expectations for behavior is not a simple matter because of the complexity of the elementary-school classroom. Children are engaged in learning many different subject, often working in a variety of formats including whole class, small groups, and individual seatwork.

Most of these activities require different student behaviors. The complex behaviors required of students can be seen in the descriptions below of expected behaviors during activities commonly used in elementary classrooms.

1. **Beginning the school day**

Children need to know what to do when they first enter the classroom or teaching area. Teachers often use a whole class activity, for example a song, to reestablish group responsiveness or cohesion. A brief seatwork activity that all students are expected to perform may also be used at this time to enable the teacher to attend to administrative matters such as checking attendance.

1. **Whole class activities**

Expected student behavior frequently includes listening attentively when the teacher or a student speaks, raising one’s hand and waiting to be recognized before speaking, and following directions.

1. **Small-group activities**

The format requires an identification of what is appropriate for two sets of students: those in the group under the immediate supervision of the teacher and those out of the group. For students in the supervised group, the teacher needs to decide how to manage their responses, that is, whether or under what circumstances to allow call outs and whether hand raising or patterned turns will be used to control recitation. For students out of the group several things must be decided, such as whether students are allowed to talk to each other and under what circumstances (e.g., to help, to socialize, to seek help) and in what manner (e.g., whisper or use “classroom voices”). Students not in the group must have assigned or chosen tasks. The teacher also needs to consider what these students will do when they are unable to continue with their work. Can they interrupt the teacher? If so, under what circumstances? Should they be able to seek help from other students? If so, they can ask anyone or should the teacher identify special monitors? Although many systems are feasible depending upon the setting, the teacher’s availability, and the complexity of the task, it is clear that the teacher must have some system covering most of the preceding areas. Otherwise, for example, whenever students out of the supervised group encounter difficulty with the assignment, they will either go off tasks or they will interfere with the teacher or other students’ work when seeking help.

1. **Out-of-room activities**

Often teacher are responsible for supervision of students out of the classroom for example, lunch period, library, play or recess, and passing to and from other areas of the building. Not only are teachers concerned with efficient use of time in these settings and activities, but safety is also a major consideration. Planning should include an identification of appropriate behavior in non-classroom settings and any related school policies that might effect expectations.

1. **End-of-day routines**

Behaviors appropriate for this important time also need to be planned. Common expectations include getting work spaces and desks ready for the next day and organizing materials to take home. Some teachers like to use this time to discuss the day’s activities with their class and to foreshadow upcoming activities and events that are likely to be of special interest to the children.

In addition to these common activities, several other formats call for different student behavior and, therefore, careful planning.

1. **Transitions**

The time between activities is a transition period. Many transitions occur during the school day, for example changing from reading to practice or from small group to seatwork activity.

Providing some structure to transition makes them run smoother with less disruption (Arlin 1979). Structure can be provided by making it clear to students what they should or should not do during the transition, and by setting a time limit for completing the transition. Movement through transition can also improved by teacher monitoring and by citing positive examples; for example, “I see six students who are ready to begin,” or “I like the way tables one and two are carefully putting the supplies away.”

1. **Use of centers, equipment, and share materials.**

Frequently classrooms contain items which must be shared. Teachers must decide how such use will occur. Important considerations include time of use, proper care and return of items.

1. **Planning for personal needs.**

The areas outlined above encompass the major types of activities occurring in most elementary-school settings, and for which the teacher will need to have clear expectations for appropriate student behavior. Although the list of areas is long and some aspects may appear to be trivial, it is through the accumulation of such pieces that the mosaic of classroom management is constructed.