

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem, objectives, significance, limitation, and definition of critical terms.

A. Research Background

The teaching and learning process can be defined as a process of transformation from knowledge from instructor to student. The transformation of wisdom from an instructor can be identified as a teaching-learning process. Teaching should stimulate students to learn, search for information and synthesize information and knowledge critically. Also, they offer the possibility to use acquired skills. They should have received the skill of getting information and synthesizing the information. Of course, an instructor must stimulate the student to learn effectively.

The teaching method is effective and essential. Instructors constantly improve their skills by learning about the latest trends in education. The newest trend in education could be an effective way to improve their skills. Furthermore, in pedagogy, learning through teaching is a teaching method where students are made to learn the material and prepare lessons to teach it to other students. Furthermore, the teaching and learning process is the student is ready to learn and improve their skill by the suitable teaching method used by the instructor.

Teaching comprises vital ingredients essential for its success or failure: teaching methods, classroom management, instructor's assessment and evaluation, students' behaviors, classroom settings, and other conditional factors crucial for its completion. The activities and strategies used to develop these skills must be determined by the level and ability of the students being taught. Success or failure is an essential ingredient in the teaching-learning process. The instructor needs methods, classroom management, assessment and evaluation, and other factors. Furthermore, getting regular feedback from students is also essential so instructors know how students perceive lessons and ensure they are happy. Moreover, the instructor getting input from the student is necessary. The instructor should be aware of how students learn in class and make them joyful.

Language teaching is complicated because language consists of four primary skills: reading, writing, speaking, and listening, and several sub-skills, including grammar, pronunciation, and vocabulary. English has four primary skills: reading, writing, listening, and speaking. English contains sub-skill, there are grammar, pronunciation, and vocabulary. Furthermore, they must develop and improve their skill. No matter what class they attend. Moreover, no matter what type of course they hear, they should be there to build and strengthen their learning skills.

Classroom management can be defined as instructors' actions to create and maintain an environment that fosters student academic achievement and social, emotional, and moral growth. The action in a class by the instructor creates and claims the student's social and vibrant, and taking a journey to achieve the student's

achievement can be identified as classroom management. Effective classroom management requires awareness, patience, good timing, boundaries, and instincts. In other words, the goal of classroom management is the sake of learning.

The instructor plays the central role in planning, arranging procedures and resources, organizing the environment to maximize efficiency, monitoring student progress, and anticipating potential problems. The primary role for the plan, setting procedures, managing, monitoring the student progress, and anticipating problems is the instructors' ability in classroom management. However, the main goal of classroom management is effectiveness (Establishing and maintaining an orderly environment in the classroom, enhancing meaningful academic learning and facilitating social and emotional growth, reducing negative behavior, and increasing time spent engaging academically). Furthermore, the goal of classroom management is effectiveness itself. An instructor can maintain their class, have great academic learning and social and emotional growth, and effectively manage the problem and time in the course.

The intensive course program is a mandatory program that semester one students must follow. An intensive course, including essential English language learning, begins with writing, reading, speaking, listening, pronunciation, and grammar. This course should remind students to return to high school and junior high school English lessons. The system can refresh their brains before entering the following semester. Of course, in this course, if the student does not pass one of the

skills, the student has to repeat it the following semester. Therefore, the student and the instructor must contribute to this course's success.

As mentioned above, this course is an important stepping stone in this course. So to support the success of this course, well-done classroom management from the instructor is vital, and the role of the student is good and comfortable in this class. In classroom management, there are rules and policies; it is hoped that good classroom management will have an impact on students' learning outcomes.

Based on the research, the researcher wants to know more about the classroom management factors applied to intensive courses so that the researcher will do the research "*Classroom management in an intensive course at IAIN Kediri.*"

B. Research Problem

Based on the research background, the research question is:

1. What classroom management is used by the instructor in the teaching activities?
2. What problems and solutions did the instructor encounter in Intensive Course (IC) program at IAIN Kediri?

C. Research Objectives

Based on the research problem, the research objective is that study wants to know what challenges the instructor encounter in managing Intensive Course (IC) program at IAIN Kediri.

D. Research Significant

The research will contribute to the instructor, the English department, and future researchers.

1. Instructor

This research presents some evaluation as reflective learning based on the instructors' experiences of difficulty managing the classroom environment during their teaching practice period. It will help the instructors to explore and give advice for better learning practices in the classroom.

2. English Department

Hopefully, this research can be a conclusion to make this course better. Especially in management classes because the system is a compulsory subject and determines other prerequisite courses. The impact on study programs and students must be equally balanced. The course is concluded very well for early semester students.

3. Next Researcher

This research can be an additional reference for other researchers who conduct research related to classroom management.

E. Research Limitations

This research could be broader, so this research will focus on classroom management factors used by instructors in the teaching and learning process in the classroom. The researcher observed two classes with different instructors.

F. Definition Key Terms

1. Classroom Management is an effort carried out by the person in charge of teaching and learning activities or who helps to intend to achieve optimal conditions so that learning activities can be carried out as expected. To achieve the optimal state, the class needs someone who helps the class. As the class's role model, the instructor must carry the student to achieve the optimal classroom. This research will focus on the factors in the teaching-learning process of classroom management.
2. High education is the level of education after secondary education, which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs organized by universities based on the culture of the Indonesian nation. In Indonesia, the level after secondary education is diploma, undergraduate, master, doctoral, and professional programs. The university organizes the programs. IAIN Kediri is one of the institutions in Kediri called higher education.
3. Intensive course, this course will help students develop basic language skills in listening, speaking, reading, and writing in English. This course is only available in one institution with a curriculum to add the intensive course as basic or introductory. This course is necessary for 1st-semester students. The intensive course has the major at the beginners level.