

## **CHAPTER II**

### **LITERATURE REVIEW**

This research presents the theories on classroom management and the factors of classroom management.

#### **A. The Classroom Management**

According to Levin and Nolan, classroom management prepares students to learn everything instructors do in the classroom to manage time, space, and materials and ensure that students are organized so that student learning can take place in the learning process. Levin and Nolan stated in the learning process. The student must enter the class with material, time, skill, and time organized.

The instructor needs classroom management to prepare the class. Moreover, the instructor should organize students to get a place in the learning process. Brown states that one of the crucial stages in the success of the teaching and learning process is classroom management, which includes many factors starting from how the instructor arranges the classroom physically and how to create classroom energy. According to Brown, one of the vital classroom management is how to create classroom energy.

In short, classroom management refers to any action or strategies instructors use to maintain, organize and control student behavior, movement, and interaction to ensure they are constructively involved in a teaching-learning activity. In general,

the action or strategy used by the instructor is classroom management. The instructor could maintain, organize and control their student in teaching-learning activities.

#### 1. The classroom management functions

The first is the plan. The plan is getting and setting the directions, objectives, and actions. Sources and methods should be arranged first before we use some sources and methods in the class.

The second organizing. Organizing is the source, and activities in the class should be achieved in the classroom. In short, the instructor can make a simple structure in the class. The student can easily understand the structure.

Third, lead. Leader means the instructor in the class. If the instructor wants to be trusted and followed by the student, the instructor needs leadership qualities. If the instructor has leadership quality, the student always follows the ideas and listen to the instructor.

The last is controlling. The instructor should have a planned and un-plan activity when entering the classroom. The control process, such as performance, measure, compare, and establish a standard.

#### 2. Classroom Management Goals

Class management generally aims to create a comfortable classroom atmosphere for teaching and learning activities. Classroom management is a place with a comfortable atmosphere for teaching and learning activities. Therefore, these activities will be practical and directed, and learning goals can

be achieved. In short, the activity in the class should be directed and effective. Moreover, the goal of classroom management can be achieved.

Meanwhile, another opinion from Salman Rushdie stated that classroom management objectives are to facilitate student learning activities, overcome obstacles that prevent the realization of deep interaction in teaching and learning activities, organize various uses of learning facilities, help students learn and work according to their potential and abilities, creating an excellent social atmosphere in the classroom, helping students to learn in an orderly manner. Salman Rushdie stated that the objective of classroom management is deep interaction between student and instructor, organizing the learning activity, helping the students' problems, create a social and good atmosphere in the classroom.

### **3. Problem faced by the instructor**

This section will discuss the problem of the classroom. It is normal to come across a teacher who can interfere in the teaching process and learn. Macias and Sanchez (2015) identified some of the problems faced during teaching as follows: (1) disrespect to the teacher, (2) lack of attention and motivation of students in class, shouting, (3) disrupting speech, being late, (4) not being able to homework (5) Physical Assault and (6) Insult/Intimidation. Furthermore, Amarat (2011) mentions some evidence of student disturbance in the classroom as follows: (1) forgetting school supplies, (2) frequent absences,

(3) students unnecessary talk, (4) refusing and complaining about tasks, (5) hyperactivity, (6) disobedience (7) less concern in-class activities (8) cheating during exams and (9) playing with cell phones during class. In the same vein, Research results from Rivas (2009) also show some class problems caused by students, namely: (1) being late for class, being out of class without purposes, (2) using cell phones for non-student purposes, (3) acting bored/apathetic (4) sleeping in class (5) writing another module paper.

Merç and Subaşı (2015) stated that some difficulties teachers face are identified as classroom management issues: dealing with tardy students and noisy students, monitoring the number of students on the assignment, adjusting the teacher's position in the classroom, and student seating arrangements.

Furthermore, Merc and Subasi (2015) described that class issue management could come from students and teachers. The disturbances that occur due to students include noisy students, less participation, defaulting students, students who are not interested in classes, talking, hyperactive students, arguing, using LI, arriving late, hyperactive students, and lazy students. Meanwhile, examples of problems that come from Teacher factors are teacher time management, teacher anxiety, attendance, teacher tardiness, and teaching techniques and styles.

In conclusion, disruption can occur in the classroom, so the teacher must be ready to tackle and handle it. However, it can be avoided and minimized through some teaching strategies for effective classroom management. This

strategy and preventing classroom management problems will be described below.

#### **4. The Classroom Management Teaching Strategies**

Classroom management is critical in teaching. The author gathers data on management class strategies that teach fun and make students enthusiastic about the learning process. A class with fun and a good atmosphere can make the student more enthusiastic in the learning process. In short, classroom management is an essential thing. According to Borden (2013:75-78) in Rudiyanto, this data is designed to give you some tips to help the author with classroom management strategies. Borden stated that the data down below are some tips to get the good of classroom management.

First, get set up. The instructor must have preparation before entering their class. Moreover, the student can be interested and productive in classroom management.

Second, make the room attractive. The instructor should have an attractive and conducive class, making students enjoy it. The instructor needs more attractive games or rules in the class.

Third, set classroom rules. After the rules are made, and then make it a responsibility, all students who break or do not see the rules being followed properly. Rules in the classroom are a rare thing. Rules make the class can feel responsible. The student needs to follow the rules and keep them up. Rules and

routines will encourage other students to continue following the rules and motivate students who need to be more successful to get rewards later.

Fourth, be enthusiastic about the lessons. Please ensure the instructors always thank the students for participating in the following classroom lessons. The instructor's duties are to encourage and help them succeed by helping them with correct answers and giving instructions, asking questions, and answering accordingly.

Sixth, be fair to the student. Please do not make a difference in them and give them a little look disobedient, respect like teaching people to present themselves respectfully at all times. They will all like and appreciate the instructor's fair attitude toward these students.

Lastly, keep students' reports. It provides its entry for students, as well as provides prizes and reasonable consideration for students if they can behave well in class. Correcting assignments is a fundamental learning tool, and students learn as they examine answers and read or listen to comments made by other students and instructors.

## **B. Aspects in Classroom Management**

There are many aspects related to classroom management, such as physical design, rules and routines, lesson plans, time management, teaching strategies and methods, motivation, classroom management, discipline, and classroom instruction. However, this study focuses more on four aspects of classroom management. Those

aspects are physical design, rules and routines, technician-student relationships, and discipline.

First physical design. The importance of physical design in the classroom, Garrett (2014) suggests strategies for managing the classroom's physical design. This strategy is "adequate space for interaction, minimal traffic problems, beautiful environment, equitable distribution of student diversity, appropriateness of physical design to specific teaching and student goals student needs and involvement in classroom design" (Garrett, 2014). Also, the classroom's physical design is essential to build a conducive environment for socio-emotional and academic learning.

The second is rules and routines. Each class has many required routines because of the approval of instructors and students in charge of the project class. (Garrett, 2014) mentions that most routines "split into threes" of any exercise, course running, and general procedures". Furthermore, class routines provide instructions on how to solve assignments. According to (Garrett, 2014), routine is crucial to instruct students on effectively completing teaching-learning tasks.

Third instructor-student relationship. (Garrett, 2014) also mentioned that "those who consider their instructors who care and respect are more likely to cooperate and follow classroom, obey the law and participate in academic activities". In other words, when students feel motivated, supported, and cared for, they are more willing to accept the instructor's authority and control their behavior according to classroom rules.

Last discipline. The discipline focuses as much on conflict prevention as on nuisance rather than punishing misconduct. According to (Garrett, 2014), discipline refers to the teachers' actions to prevent and respond to student misbehavior. According to (Burden & Byrd, 2010), misconduct is the behavior of students that hinders the teaching and learning activities in the classroom. (Burden and Byrd, 2010) list seven types of misconduct: "unnecessary talking, annoying others, moving around the room, disobedience, disturbance, aggressive action, and challenge to authority". In addition, (Cooper, 2011) suggests some strategies to respond effectively to minor behaviors, more severe behaviors, and chronic misbehavior. In dealing with minor misbehavior, pre-service teachers can use non-verbal techniques such as making eye contact or hand signals (Cooper, 2011).

### **C. Previous Studies**

First, the research was conducted by (Umi, 2013). This paper discusses English teaching in Indonesian higher education. This study aims to determine how teaching English in higher education should be conducted. Teaching English to higher education students must be revised if usefulness is the target. The instrument of this study is an analysis of the data from documents. The subject of this research is some of the universities in Indonesia. This study found that students learn English in a limited time. It needs to give students the ability to use English to compete globally. Those conditions must be changed. The government needs to change the



former regulation and prepare a well-planned program for teaching English in higher education.

Second, the research was conducted by (Emilio 2020). This study focuses on the perception and opinions as evaluated by professors and their students in the teaching-learning process. This study aims to determine the opinion that professors and students at the UGR have of acting classes and to describe the perception and opinion on the systems teaching-learning process. The instrument is a "survey" questionnaire: the subject, the professors, and the students in their classes. The result shows that professors and students believe they are progressing toward a learning-centered model and that implementing active classes implies new functions in their teaching practice.

Third, the research was conducted by (Aithal & Suresh, 2016). This study has details of innovative teaching approaches/methods adopted by the faculty to encourage the faculty to adopt new and innovative approaches, and the impact of such innovative practices on student learning is also discussed. The goals are various strategies followed, like planning and organizing the teaching-learning-evaluation schedules, support structures, and systems to transform them into life-long learners and innovators, and the technologies and facilities available and used by the faculty for effective teaching. The instrument of this study is an analysis of the data from documents. The subject is higher education in India, especially at the Srinivas Institute of Management Studies. The result is that the most effective teaching-

learning process is the output analysis, although process analysis, feedback analysis, and quality review analysis are to be combined.