

CHAPTER I

INTRODUCTION

A. Background

The study of English has become so necessary in the modern world. It is an international language which most of countries in the world include it in their national curriculum, and as one of countries in the world, Indonesia also includes English in its curriculum as the language which becomes a particular in graduating either from junior high school and senior high school. English is very important, according to Crystal, English is a medium of the world's knowledge, especially, in term of science and technology.¹ Meaning that, learners must master English well when they want to get the medium of knowledge. In line with Khodadady and Mirjalili, students' English achievement can be measured by assessing their abilities of listening, speaking, reading, and writing at various proficiency levels.²

State junior high school 1 Kampar is one of state junior high schools in Kampar regency. As a formal school, teaching learning process of English included four of the language skills is also conducted. Based on School-Based Curriculum, the purposes of learning English are:

¹ David Crystal, *English as a Global Language Second Edition*, (Cambridge: Cambridge University Press, 2003), p. 110

² Ebrahim Khodadady and Parisa Mirjalili, *Foreign Language Achievement and Its Relation to Teacher Effectiveness and Personality*, *Journal of Studies in Social Sciences*, (Infinity Press, 2013), p. 192

1. Developing both oral and written communication competences in achieve functional literacy.
2. Being aware about the importance of English enhances the ability of global competence.
3. Developing students' understandings about the correlation between language and culture.³

Based on the writer's preliminary observation in that school, the writer knew that the school has 27 classes and a big amount of students. The following are phenomena that the researcher found during his preliminary observation at State junior high school 1 Kampar:

1. Some of students are not consious that classroom rules are good for them.
2. Some of students do not know their roles in making classroom rules well.
3. Some of students do not do their routines for daily task and needs.
4. Some of students are not able to be consistent with their words.
5. The teacher's plans and preparation sometimes are not able to be understood and obeyed well by his students.

Actually, there are many aspects that influence the students' achievements. In this case, the writer focus on two aspects, they are students' obedience and English classroom management. According to

³ BNSP, "Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (KTSP)", 2006, unpublished.

Cummings, obedience of students' involves advisory programs were to help ensure that every child had the opportunity to form a relationship with an educator in school.⁴ That means every child in the same class has the same rights and the same duties.

Obedience is also can be defined as how a student shows his attention to the rules (classroom management). Regarding with Stronge, classroom management is how the teacher plans of a classroom which should be obeyed by his students included room arrangement, discipline, creating routines, and a plan to teach students how their learning environment is organized.⁵ Then, students's obedience means how students obey to the rules which have made. Pertaining to Simon Gieve and Ines K. Miller, classroom management is a way of trying to understand complexity, and enhances the chances of achieving valuable learning experiences.⁶

In this research, obedience means the compliance with expressed wishes by the teacher which are explained and given during teaching and learning process. Obeying classroom management has good roles for both students and a teacher. According to Stronge, many studies show that classroom management is an influential variable in teachers' effectiveness, exploration the students' achievement, survey of perceptions, and meta-

⁴ Carol Cummings, *Winning Strategy for Classroom Management*, (Alexandria: Association of Supervision Curriculum Development (ASCD), 2000), p, 14.

⁵ James H. Stronge, *The Quality of Effective Teachers Second Edition*, (Alexandria: Association of Supervision Curriculum Development (ASCD), 2007), p, 39.

⁶ Simon gieve and Ines K. Miller, *Understanding Language Classroom*, (University of Leicester: Palgrave Macmillan, 2006), p, 64.

analyses on a range of studies have all supported the notion that effective management is a key component of effective learning.⁷ There are many things should be considered by them because classroom management is not only teacher's job, but also everyone who occupied the class. Then both of them, students and teacher should be consistent in implementing the classroom management which have made together. In the other words, in making a classroom rules, the students are involved. Wang, Haertel, and Walberg (1993) asked 134 education experts to rank variables of student achievement in order of importance. Skill in classroom management was ranked first. According to Marzano (2003), effective teachers perform three interdependent functions: They make wise choices about instructional strategies, they design the classroom curriculum to facilitate learning, and they use classroom management techniques effectively.⁸

Based on the phenomena above and considering the influence of students' obedience and English classroom management towards the students' English achievements, the researcher is interested in carrying out a research entitled: *A Study on Students' Obedience and Their English Achievement at State Junior High School 1 Kampar.*

B. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research. The reasons are:

⁷ James. H Stronge, *Op., Cit.*, p 41.

⁸ Bryk and Shcneider. *Introduction to Proactive Classroom management.*(New Jersey: Lawrence Erlbaum Association, 2003), p. 10.

1. The problems of the research are very challenging and interesting to be investigated in term teaching and learning.
2. The title of the research is relevant with the writer status as a student of English Education Department.
3. The title of the research is not yet investigated by other previous researchers.
4. The location of this research facilitates the writer in conducting the research.

C. Problems of the Research

1. Identification of the Problem

Based on the background illustrated above, it shows that there are some students still face problems in the term of teaching and learning. The problems of this research are identified on the following identification:

- a. How is the students' achievement in English?
- b. Do all students obey to classroom management?
- c. How is the students' uderstanding about classroom management?
- d. Are the students' involeved in deciding classroom management?
- e. How is the implementation of classroom management towards students activity?
- f. Is there any significant contribution of the students' obedience and English classroom management towards their English

achievement at the second year students of State Junior High School 1 Kampar?

2. The Limitation of the Problem

Based the problems above and considering that the writer is not qualified enough to observe all of the problems, thus, the writer focuses the problem of his research on the students' obedience and English classroom management towards their English achievement at the second year students of State Junior High School 1 Kampar.

Then, in making the research focus more, the writer limited the obedience as the compliance with the expressed wishes or orders which are given by teacher during teaching and learning process.⁹ It means that the only activities which are done by students in the English class at the second years students of State Junior High School 1 Kampar. While classroom management is the teacher methods for establishing and maintaining an environment in which teaching and learning process can occur, including techniques for preventing and handling students' misbehavior.¹⁰ It means the English classroom rules which are only given by the teacher of English at the second years student of Junior High School 1 Kampar during teaching and learning process.

⁹ John W. Collins, et al, *The Greenwood dictionary of Education*, (London: Greenwood Press), p. 246.

¹⁰ *Ibid.*, 58.

3. Formulation of the Problem

The problems of the research are formulated in the following questions:

- a. How is the students' obedience towards achievement at the second year students of State Junior High School 1 Kampar?
- b. How is the students' English classroom management towards English achievement at the second year students of State Junior High School 1 Kampar?
- c. How is the contribution of students' obedience and English classroom management towards their English achievement at the second year students of State Junior High School 1 Kampar?

D. The Objective and Significant of the Study

1. The Objective of the Research

- a. To get information about how the students' obedience at the second year students of junior high school 1 Kampar is.
- b. To get information about how classroom management at the second year students of junior high school 1 Kampar is.
- c. To find out how the students' English achievement of junior high school 1 Kampar is.
- d. To find out whether there is any significant contribution of students' obedience towards English classroom management and their English achievement at the second year students of state junior high school 1 Kampar.

2. The Significance of the Research

- a. To fulfill the requirements of S1 degree of Education at English Department, Education and Teachers Training Faculty of State Islamic University of SUSKA Riau
- b. The research findings are to give the valuable input to either the teachers or students at State junior high school 1 Kampar, and all teachers generally as an attempt to improve the students' (English) achievement.
- c. To increase the writer's knowledge about a research, especially writer's scientific insight.

E. Definition of the Term

1. Contribution

Contribution is a support which is given by something. According to Creswell, a contribution is a thing that is given to a person or organization.¹¹ Contribution is simply measure of how something contributed.¹² In this research, the term of contribution study refers to the contribution of students' obedience towards classroom management and their English achievement at the second year students of state junior high school 1 Kampar.

¹¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education International, 2008), p. 313.

¹² A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University, 1998), p 252.

2. Obedience

Obedience means obey to the regulations or discipline which have made to manage humans' action, attitude, and behavior. It also means doing something which is told to be done. In line with Lewis, obedience means how to act responsibly.¹³ In this research, obedience means doing what the regulations which are made by a teacher, or teacher and students together stated as compulsory things for all of members of a class.

3. Classroom Management

Classroom management is regulations or discipline in a classroom. Regarding to Robert, classroom management is classroom rules and procedures.¹⁴ Meaning that every rules and procedures which are made either by a teacher or students which should be obeyed during the teaching and learning process.

4. Achievement

Achievement is the result of students' action by using their own ability..In line with Underwood, Achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or programmed instruction.¹⁵ Then, According to Cizek, achievement is knowledge gained or skill developed in the school subjects, usually designated by test scores or

¹³ Ramon Lewis, *Understanding Pupil Behaviour*, (New York, Routledge, 2009), p. 41.

¹⁴ Robert. J. Marzano, et. al, *A Hand Book For Classroom Management*, (States Of America: Association for supervision and Curriculum Development, 2005), p. 5.

¹⁵Underwood. M., *Teaching Listening; Longman Handbooks for Language Teachers*, (New York: Longman inc, 1989), p. 3

by marks assigned by teachers, or by both.¹⁶ In other words, achievement is a measurement for the students' success in mastering the material in every subject. In this research, achievement refers to the English mastery at the second year students of State junior high school 1 Kampar.

¹⁶ Greogory J. Cizek, *Learning, Achievement, and Assessment: Construct at a Crossroads, Handbook of Classroom Assessment Learning, Achievement, and Adjustment*, Ed. Gary D. Phye, (San Diego: Academic Press, 1993), p. 4.