

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Achievement

Learning is an activity that purposes to make a change of behavior, attitude, habitual, knowledge, skill, etc as a result of individual experience of interaction with the environment. According Slavin in Brown, learning is a change in an individual caused by experience. In line with Slavin, Pritchard states that learning is the process of gaining more knowledge or of learning how to do something.¹⁵ It means that learning is the individual process of constructing understanding knowledge based on experience from studying something.

The result of learning can be seen by the achievement of someone in acquiring something. Based on the greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement.¹⁶ It means that the achievement of learning process is measured by the knowledge and skills that the learner has.

¹⁵ Alan Pritchard. *Ways for Learning: Learning Theories and Learning Styles in the Classroom*. (Canada: Routledge Taylor and Francis Group. 2009), p. 1.

¹⁶ Collins and O'Brien. *The Greenwood Dictionary of Education*. (London: Greenwood Press. 2003), p. 4.

Achievement is a result which is gotten by someone because he does something, it can be mark, knowledge, understanding and so on. It also can be defined as a thing that somebody has done successfully, especially by using his own effort and skill. In this case, achievement is an ability of students in mastering English material such as the four skills of English, grammar, vocabulary, etc. in relation to this idea, Algarabel and Dasi pointed out that achievement is a competence that had by a person in area of content.¹⁷

Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which known by giving test or assessment to the students.¹⁸ Moreover, achievement is a key in judging students' potentiality in certain subject (English) and their capacities in learning it. In line with this statement, Karthigeyan and Nirmala argued that achievement is a key criterion to judge one's total potentialities and capacities.¹⁹

In teaching learning process, achievement is not only as an output but also as a guideline for teacher in determining knowledge and skill that should be mastered by the students in the end of the process. Regarding with this idea, Farr stated: "Achievement is defined

¹⁷ Salvador Algarabel and Carmen Dasi, *The Definition of Achievement and the Construction of Test for Its Measurement: A Review of the Main Trends*, *Psicologica* (22), (Spain, 2001), p. 44.

¹⁸ Simon Gieve, and Ines K. Miller. *Loc.Cit.*, 11.

¹⁹ K. Karthigeyan & K. Nirmala, Academic Achievement in English: An Analysis Through Gender Lens, *Journal of Educational Studies, Trends & Practices* 2(2), (India: MIER, 2012), p. 144.

by learning standard-guidelines that set out what knowledge and skills students are expected to demonstrate, grade by grade and subject by subject.”²⁰

2. The Nature of Students’ Obedience

Students’ obedience is how the students obey to the rules. According to Lewis, Student’s obedience is close to the rights and responsibilities.²¹ In obeying the rules, the students should be aware about their responsibilities. The students sometimes seem more aware of their rights than their responsibilities. In a class, teacher and students have right to feel comfortable and safe. Both of teacher and students also have responsibilities. The following are the students’ responsibilities in the classroom:²²

- a. Students should bring all their equipments to class;
- b. Students should be on time;
- c. Students should speak politely;
- d. Students should attempt all work; and
- e. Students should listen when teacher or other students are speaking.

In the classroom, teacher gives the students instructions to be done. The instructions which are given by the teacher could be order or rules. Say for example, the teacher ask the students to erase the whiteboard because he wants to write some sentences to make the

²⁰Steven Farr, *Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap*, (San Fransisco: Jossey Bass, 2010), p. 21

²¹Ramon Lewis, *Loc.Cit.*, 42.

²²Ibid .,43.

material given more clearly. That is called an order. The next example, the teacher ask the students to bring a dictionary for each student who study English with him. That is called a rule.

When teacher say something which is including as order, the order from him could be done by every body in the class. There is no pointed student who must do that. The most important thing according to the first example is there is someone who does the order, but it is different from the second example (rule). According to the second example, everybody in the classroom should obey to the rule. There will be punishment for student who breaks that discipline.

In line with Marzano, students' obedience means the students do instruction given by teacher as guidelines for how to behave.²³ It indicates that the teacher has an important role in making instruction which should be obeyed by his students. The students must obey to the instruction from the teacher as a consequence of becoming students. In short, obedience is very much important. It is indicated by there are many schools include obedience as one of the school rules.

3. The nature of Classroom Management

Classroom management is all of regulation which exist in a class. According to Ramon, Classroom management is a set of rules which is made by teacher, or teacher and students to arrange the activities and attitude in the class during teaching and learning

²³ Robert J. Marzano, *Loc.Cit.*, 13.

process.²⁴ Meaning that, classroom management is not only teacher's responsibility but also students are. Although the teacher involves his students in making regulation in class, and they have responsibility on it, the teacher responsibility should be much bigger than his students. In line to Jonathan, the *Managing* is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance.

Teachers manage the learning space, time, materials, and the mental, physical, and emotional states of individuals, partners, small groups, and large groups. Effective teachers must be effective managers.²⁵ A great teacher manages his students well by using the classroom management. According to Marzano, classroom management has four general components, they are:²⁶

- a. Rules and procedures;
- b. Disciplinary intervention;
- c. Teacher-students relationship; and
- d. Mental set.

The four general components can be developed by a teacher to help his students to behave well based on the rules made. Then, the

²⁴ Ramon Lewis, *Loc. Cit.*, 20.

²⁵ Erwin, Jonathan. C, *The Classroom of Choice, Giving the Students What They Need and Getting What You Want*, (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2004), p.5.

²⁶ Marzano. *Loc. Cit.*, 8.

teacher can involve his students in taking their roles in establishing rules and procedures.

4. Students' Obedience and English Classroom Management towards Achievement

A student is someone who occupies a class and studies there. While studying, a student should obey to the rules which are made by school and teachers. The obedience of a student to classroom management is considered as a part of getting good achievement. In line with Stronge, the time a teacher spends on disciplining students inversely affects students' achievement.²⁷ It means that the students' obedience has roles in achieving good achievements.

Classroom management tells us how to manage classroom and everybody who is in it. It means that the classroom management cover all of people in class where the classroom management is implemented either students or teacher. Effective classroom management is also able to increase the students' engagement in learning.²⁸ It indicates that classroom management directly influences the students' achievement.

Classroom management does not only contain about rules, but also plans to study (how the teacher plans the material which will be explained to his students). That is why, besides make students discipline more, the implementation of classroom management can also make the students have good achievement. According to Shindler,

²⁷ Stronge, *Loc. Cit.*, 46

²⁸ *Ibid.*, 42.

based on his research, classroom management was found to be strongly correlated with student achievement. The study found that when schools with similar student populations used better classroom management, their achievement levels were higher.²⁹ It means that the more obey students to the classroom management, the higher achievements they get.

B. Relevant Research

Here are so some researches which were done by some preceding researchers which are relevant to this research:

1. A research conducted by Choosri and Intharaksa entitled 'Relationship between Motivation and Students English Learning Achievement: A Study of the Second Year Vocational Certificate Level Hatyai Technical College Students' in 2011. Here, they try to find out the levels, the differences and the similarities in motivation of students with high and low achievement. They also try to investigate the relationship between motivation and students' achievement. Through this research, they found that the correlation between motivation and students' English learning achievement was significantly correlated with each other ($r: .184, p < 0.05$). It means that there is a positive relationship between motivation and students' English learning achievement.

²⁹ John Shindler, *Transformative Classroom Management*, (San Fransisco, Jossey-Bass, 2010), p. 363.

2. A research conducted by Efrina Nofianis entitled the correlation between motivation in learning English and the English Achievement. In conducting this research, she used questionnaire as her instrument. She found that there was any significant relationship between the students learning English motivation and English learning achievement. The result of the data analysis showed the correlation coefficient 0.762, at the level significant 0.000. Based on the data analysis, it was strongly relationship between motivation in learning English and the English achievement of the second year of Junior High School 11 Kampar, so hypothesis that the writer wrote is received. Then, she also found some factors that influence motivation of students in Learning English. They are:
 - a. The students' attitude
 - b. Learning facilities
 - c. The sufficiency time
 - d. The teacher's attitude
3. A research conducted by Vanessa Vega entitled "How SEL Classroom Management Techniques Build Academic Achievement". In her research it is explained that Mount Desert, a school in Northeast Harbor Maine, that has successfully created a strong learning community that is the basis of the school's academic success. In 2008 it was awarded by national blue ribbon program. While the teachers and principal of Mount deserta are hesitant to attribute their school's

success to any particular recipe or approach, several key practices seem crucial to the school's success, one of them is "Responsive classroom". The responsive classroom approach is established at the beginning of the school year, when the teacher and students work together to co-construct expectations for a positive learning environment and create rules that connected expectation to their learning goals.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it be easier to measure. The research consists of three variables. There are one independent variable, one intervening variable, and one dependent variable. For the next, they are called as variable X_1 , X_2 and Y . They are Student's obedience (X_1) as independent variable, English classroom management (X_2) as intervening variable, and English achievement (Y) as dependent variable.

1. Indicators of variable X_1 (Student's obedience) are:³⁰
 - a. The students understand well about the rules which should be obeyed in the class during teaching and learning process.
 - b. The students are aware about their roles in classroom rules.
 - c. The students respect the rules which are made, either by teacher or themselves.

³⁰ Ramon Lewis. *Loc.Cit.*, 42.

- d. The students help each other in obeying the rules.
 - e. The students are consistent in doing the rules in their class.
2. The indicators of variable X₂ (English Classroom Management) are:³¹
- a. The teacher gives and explains some rules and procedure to the students.
 - b. The teacher reminds his students and gives them punishment.
 - c. Both of the students and teacher have a good relationship.
 - d. The teacher and all members of the class are involved in making some classroom rules.
 - e. The teacher is consistent and proactive in doing the English classroom management.³²
3. The indicators of variable Y (English achievement) are:³³
- a. The students have great interest in learning English.
 - b. The students are able to follow the teaching and learning process well.
 - c. The students are able to give expression both oral and written form in English.
 - d. The students are able identify the information from the text, and give their opinion about a text.
 - e. The students are able to do exercises either in daily exercise or final test well.

³¹ Robert J. Marzano. *Loc.Cit.*, 64.

³² James H. stronge. *Loc.Cit.*,19.

³³ K. Karthigeyan & K. Nirmala, Academic Achievement in English: An Analysis Through Gender Lens, *Journal of Educational Studies, Trends & Practices 2(2)*, (India: MIER, 2012), p. 144.

D. Assumption and Hypothesis

1. Assumption

Based on the explanation above the writer assumes that:

- a. The students' English achievements are various.
- b. The students' obedience is various.
- c. The higher student's obedience and better classroom management are, the higher achievement students achieve.

2. Hypothesis

- a. H_0

There is no significant contribution of students' obedience and classroom management towards their English achievement at the second year students of State Junior High School 1 Kampar.

- b. H_a

There is significant contribution of students' obedience and classroom management towards their English achievement at the second year students of State Junior High School 1 Kampar.