CHAPTER I
INTRODUCTION

A. Background

In education, there are several things that teachers should be concerned as they need to make the learning process is meaningful so that they can achieve the learning goals. In making a meaningful learning, there are things that teachers must do including teachers should manage the class properly. As a professional, a teacher is required to be able to manage the class, namely creating and maintaining learning conditions that are optimal for the achievement of teaching goals. According to Amatembun (in Surjana, 2002) Classroom management is an effort made by the teacher in creating and maintaining and developing a motivation to learn to achieve the goals that have been set. Classroom management is important to do by teacher in conducting a learning process.

Teachers as class managers are people who have a strategic role, namely people who plan activities to be carried out in class, people who will implement planned activities with the subjects and objects of students, people who determine and make decisions with strategies that will be used with various activities in the classroom, and teachers who will determine alternative solutions to overcome obstacles and challenges that arise; then with some of the approaches proposed, it will greatly assist the teacher in carrying out his work assignments (Surjana, 2002).
The teachers in carrying out teaching process in a class, need to plan and determine what classroom management need to be done by paying attention the condition of students' learning abilities and the learning material that will be taught in the class. Furthermore, teachers develop strategies to anticipate if obstacles and challenges arise so that the teaching and learning process can still run and the learning objectives that have been determined can be achieved. Classroom management will be simple to do if the teachers have high work motivation, and the teacher knows that the situational leadership style will be very beneficial for the teacher in carrying out his teaching tasks.

In accordance with Surjana (2002) classroom management will be simple to do if the teacher has high work motivation, and the teacher knows that the situational leadership style will be very beneficial for the teacher in carrying out his teaching tasks. Thus classroom management can not be separated from the work motivation of the teacher, because with the teacher's work motivation will be seen how far the motives and motivation of the teacher to do classroom management, while with the right teacher leadership style used in classroom management will optimize and maximize the success of the management of the class.

Teachers with high motivation will leading to a competent teachers. A competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral
guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of prosocial behavior (Jennings, 2009).

Based on those statements above the researcher is interested to carry out a research entitled “Students’ Perception toward Teachers’ Classroom Management in English as Foreign Language (EFL) Class”. This research is expected to give information to the readers about students’ perception toward teachers’ classroom management in EFL class. Hence, the readers can take further action in order to evaluate their teaching and learning process.

B. Reason of the Research

The main consideration in choosing the topic of this research is that each teacher has their own way in managing their class in order to make the students learn the material easily. This leads to various questions related to how the students perceive this teachers’ classroom management. Moreover, students’ perception toward teachers’ classroom management is significant to know since it may provide information that can be considerations for teacher in managing the class. Besides, it is important to see the students’ perceive whether the classroom management have applied properly by the teacher or not and whether the classroom management used by teacher take affect toward students in learning the material so that they can follow and enjoy the class appropriately or not.
C. Identification of Problem

Based on the background of the study, there is a problem of the research can be drawn as follow:

1. What are students’ perception toward teachers’ classroom management in EFL class?

D. Purpose of the Research

Based on the problem of the research, the aim of the research is intended to find out:

1. Students’ perception toward teachers’ classroom management in EFL class.

E. Contribution of the Research

1. Theoretically

Theoretically this research will give an overview about students’ perception toward teachers’ classroom management in EFL class. The researcher hopes that the overview can be useful for the reader and as a reference by the reader in practicing teaching learning process so that the students can get meaningful learning and they get what they need.

2. Practically

Practically this research will serve as feedback for the teachers to improve teaching learning. The overview also can be a reference in choosing the appropriate teaching material and media for the teachers so that they can make a good learning practice.