



THE DESCRIPTIVE ANALYSIS OF TEACHER'S CLASSROOM MANAGEMENT IN TEACHING ENGLISH

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Abstract: English teacher hold the most important role in teaching and learning activities. The teacher here as a facilitator to implement the learning process, where the teacher applies various strategies or learning methods that will be implemented in the teaching and learning process. One of the most important things in this case is about how a teacher manages a classroom as well as possible. So the purpose of this research is describe the teacher's classroom management in teaching English, exactly at SMK Negeri 1 Lotu. To get data the researcher conducting observation and interview. Furthermore, the informants of the research were two english teacher who teach at the eleventh grade of SMK Negeri 1 Lotu. The data were gained from the teacher's interview and observation reveal description of teacher's classroom management in teaching English and the factors influenced the teacher's classroom management in teaching English. To conduct this research, the researcher used statement from garret. And after conducting observation and interview, the research findings were concluded: classroom management in teaching and learning process was divided into the physical design of classroom, rules and routines, relationship among students and teacher-students, engaging and motivation instruction, and the last is discipline. The five components were support the good classroom management in teaching English and influenced to the student's achievement. Teachers required to be very creative in the classroom, and teacher teach student based on their style.

Keywords: Teacher, Classroom Management, Teaching English.

1. INTRODUCTION

Teacher is a facilitator between the lessons/learning materials taught with the students, where student are the objects who will receive the lesson. And the teacher plays a very important role there. The learning carried out would make students get knowledge or something new, and these students must be able to understand the

learning taught by the teacher. In this case, teachers must have good skills and abilities. Personal appearance must be really maximal, because in teaching and learning also play a vital role will most influence to create an effective teaching and learning process.

The component that is very influential to create an effective and efficient learning atmosphere in this case is teacher's

classroom management. Classroom management is the most important things to maintain an effective, efficient, and conducive classroom atmosphere for student learning. According to McCreay (2013:5) classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success in learning. The challenging part of classroom management is making sure that students feel they are in an environment that make them achieve their goals.

According to Rukmana and Suryana (2014:107) classroom management is variety of activities deliberately done by teachers with the aim of creating and maintaining optimal conditions for the occurrence of teaching and learning process. It means classroom management is an effort to regulate the activities of the teaching and learning process systematically by the teacher. The effort leads to the preparation of learning materials, preparation of facilities and visual aids, arrangement of study rooms, realizing learning conditions of learning and time management so that the teaching and learning process runs well and the goals of learning can be achieved. Moreover Garret (2014:3) defined classroom management as a process consisting of the following five components areas: organizing the physical design of classroom, establish rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. The theory tell us what exactly the Important part in classroom management. The teacher should be attend these part in their classroom management, what should teacher do when organizing the physical design of classroom, establish rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

Review of Literature

1. Classroom Management.

a. Definition of Classroom Management

A positive classroom management motivate and involve students in the teaching and learning activities. According to Rukmana and Suryana (2014:107) Classroom management is variety of activities deliberately done by teachers with the aim of creating and maintaining optimal conditions for the occurrence of teaching and learning process.

According to Wong (2012:1) classroom management refer to what the teacher does to organize students, space, time, and materials so that the student learning can take. It is talk about how does the teacher arrangement the classroom before the teaching learning process begin, until the learning process is end. In this case, the teachers must to give more attention for their students while they are teaching material, it can be say teacher balance in the situation. So the teacher should have more skill in classroom management action, then the learning goals can be achieving.

b. Purpose of Classroom Management

Commonly, the purpose of classroom management is to create comfort of classroom atmosphere as a place learning and process take place. So, that activity run effectively and guided until the purpose of learning which has been determined can be achieve. Specifically, According to Djamarah in (Wiyani, 2013:64) the purposes of classroom management are:

- a) For students to Encourage the students to develop individual duty toward students' behavior and needs to self-control, to help the students to know the behavior which appropriate with classroom rules and comprehend if the teacher's reprimand is a warning not anger and to arouse the students' duty to involve in task and activity.

b) For teacher to evolve comprehending in provide material with opening fluently and appropriate celerity to aware with students' duty to give instruction clearly to the students, to study how to give respond effectively toward the student's behavior.

c. The Principles of Classroom Management

In order for management objectives can be achieved effectively, efficiently, and directionally. According to Daryanto & Suwardi (2016:148-150) consists of:

1. Warmly and enthusiastic
2. Challenge
3. Varies
4. Flexibility
5. The emphasis on positive things
6. Discipline

d. Components of Classroom Management

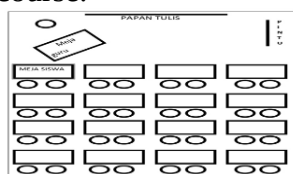
Classroom management as a process consisting of the following five components areas: Organizing the physical design of Classroom, establish rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

1) Classroom Physical Design

Classroom physical design talks about how the classroom is arranged properly, There are several ways to arrange the seating in English classroom presented by Harmer (2005:18-20):

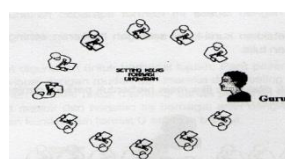
a) Orderly Rows

This might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a content course.



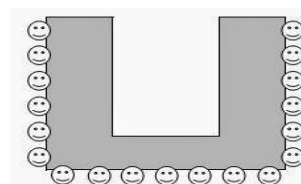
b) Circle/Square

The advantages of this arrangement is best used for discussions and for activities where students are answering more open-ended questions, students can be reached by the teacher's view, the class looks more organized and neat, and the teacher can supervise from the front. Then the weakness of this form is that learning is less effective in accepting and giving assignments, because students generally prefer to play.



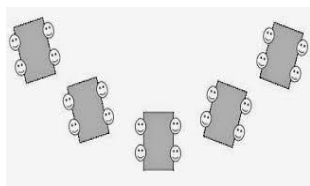
c) Horseshoe

The advantage of this arrangement is characterized by the equal status of all students and teacher, just as in the circular/square arrangement. Students can see each other's faces, and they can interpret others body language as they speak to get a better understanding of what is being said. Then the weakness of this condition is used for classes with not too many students.



d) Back to Back

When two chairs are placed back to back, students working in pairs are able to practice their listening skills. The advantages of this form allow the teacher to interact with each team (group of students). Students can also discuss their learning problems with students in their group and can maximize their learning activities well. While the disadvantages of this form are that the class conditions are usually crowded and the material presented cannot be delivered optimally in such class conditions.



2) Rules and Routines

In the learning process the teacher will determine some rules and routines that are carried out and applied in the classroom. Such as returning the exam papers or submitting assignments, and taking attendance to keep class activities running well, always get dress neatly, before starting the lesson and during the learning process and in the end of learning. In this case, the teacher must to do this method below:

1. Teacher as a controller
2. Teacher as a director
3. Teacher as a manager
4. Teacher as a facilitator
5. The last the teacher as a resource

3) Relationship

Teachers must be able to establish good relationships with students. Perhaps when learning takes place and when students get various problems at school. Sometimes the teacher will get into serious problems with students in the classroom, and it will have a bad impact on the achievement of the learning objectives.

4) Engaging and Motivating Instructions.

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioural issues will arise, because students are actively engaged, interested, and motivated in the lesson. On the other hand, there are some issues of classroom management that must be

attended to so that a teacher can implement an engaging and motivating lesson.

5) Discipline

Discipline is the required action by a teacher toward a student (or group of students), after the student's behaviour disrupts the on-going educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline, guiding children's behaviour, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehaviour.

2. METHOD

This research used descriptive qualitative research. Lincoln (2000: 3) stated that qualitative research involves an interpretive and naturalistic approach: This means that qualitative researchers study things in their natural settings, trying to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. Qualitative research provides more information in a variety of ways the research subject. In addition, through qualitative research, the author has the opportunity to find out what exactly is the personal or technical problem in the topic of this research. Therefore, in this research the researcher tried to describe the problems that occur regularly, especially about the experienced of the teacher concerned in managing a comfortable classroom. With this qualitative research, the researcher focused on behaviour to describe the teacher's classroom management in teaching English based on the real and what happened. Thus, this research expected to be able to clearly described what teachers do in classroom management

3. FINDING AND DISCUSSION

a) Teacher A

1) Classroom physical design

For the first observation, teacher A used orderly rows seat arrangement. And in the second observation, teacher A used back to back seat arrangement, because in learning process students worked in a small group discussion.

2) Rules and Routines.

In this section, for the first observation the teachers determine what the students do, speak, and what language forms they should used, gave task or assignment to their students, teacher planed lessons, modules and courses, and structured the larger segments of classroom time, then teacher maked learning easier for students, but the teacher was unavailable for advice and counsel when the students seek it.

The second observation, the teacher also did the same thing: the teacher determined what the students do, speak, and what language forms they should used, planed lessons, modules and courses, and structured the larger segments of classroom time, and the teacher was available for advice and counsel when the students seek it. But the teacher did not give a task or assignment to his students.

3) Relationship

In this section, for the first observation the teacher A established classroom rules and procedures, teacher established a positive professional relationship with students, teacher gave understandable instructions so students know exactly what they expected to do, and the teacher moved around the classroom. Move closer to problem spots in the classroom. This tactic tended to prevent or stop inappropriate behaviors. For the second observation, teacher A did the same thing as the first observation, such as the teacher established classroom rules and procedures,

teacher established a positive professional relationship with students, teacher gave understandable instructions so students know exactly what they expected to do, the teacher teach students how to accomplished the delegated task or this time saver can turn into a time waster, then the teacher moved around the classroom. But did not use nonverbal signals rather than words, and the learning process was running well and finished on time. Where the second observation was almost same with the first observation. Teacher A performed the same actions and strategies.

4) Engaging and Motivating Instructions

Teacher A was: teacher developed lessons at a level that challenging students but is not too difficult or confusing it's making a student more creative and get more knowledge from the teacher, then teacher gave clear directions to the students, asking student to repeat the directions, and the teacher engaged all students actively by monitor all of student activity, if they get the progress or not, teacher A taught to different learning styles.

Then in the second observation, the teacher A did the same activity or strategy as in the first observation. The differentiation from the first observation was teacher A did not develop lessons at a level that challenges students but it is not too difficult or confusing, the teacher A only explained the material in the book. Then the teacher did not structure learning experience.

5) Discipline

In the first observation, teacher A asked student to enter school on time at the time determined by school regulations, Teacher asked students to ending learning activities and go back home based on the specified schedule, Teacher asked student to used school uniforms based on regulations, Teacher maintain tidiness and cleanliness of clothes in accordance with school

regulations, Teacher asked student if unable to attend school (not attending school), then must included a notification letter to the school, Teacher asked student to Follow the whole learning process well and actively, Teacher asked student to follow and carry out extracurricular activities specified at school, Teacher asked student to do their assignments given by the teacher.

In the second observation, teacher A did not ask students to end learning activities and go back home based on the specified schedule, teacher did not ask students to use school uniforms based on regulations, teacher did not maintain tidiness and cleanliness of clothes in accordance with school regulation, teacher did not ask student if unable to attend school (not attending school), then must include a notification letter to the school, teacher did not ask to carry out class picket assignments according to the specified schedule, teacher did not arranges study time. So there are several things that distinguish what teacher A has done both in the first observation and in the second observation.

b) Teacher B

1) Classroom physical design

The researchers continued the observation to the teacher B. For the first observation, teacher B used horseshoe seat arrangement. Meanwhile, for the second observation, teacher B used an orderly row seat arrangement.

2) Rules and Routines.

Then in this section, for the first observation, the rules and routines carried out by teacher B, such as: the teachers determine what the students do, speak, and what language forms they should used, teacher planned lessons, modules and courses, and teacher structured the larger segments of classroom time, then teacher maked learning easies for students, but the teacher was unavailable for advice and counsel when the students seek it, and the

teacher did not give task or assignment to his student, And for the second observation, the teacher also did the same thing, without any difference.

3) Relationship

In this section, for the first observation teacher A established classroom rules and procedures, teacher established a positive professional relationship with students, teacher gave understandable instructions so students know exactly what they expected to do, and the teacher moved around the classroom. Moving closer to problem spots in the classroom, This tactic tended to prevent or stop inappropriate behaviors. The teacher did not use nonverbal signals rather than words, then the teachers did not teach students how to accomplished the delegated task or this time saver can turn into a time waster, and then he has not back-up plan if the lesson is not run well or runs short, because the teaching process at that time went well and finished on time.

Second observation, teacher B did the same thing as the first observation, but there was one thing that was different, namely the teacher did not move around the classroom.

4) Engaging and Motivating Instructions

Then in this section, the results of the observations made by the teacher are: Teacher B asked students to create an attractive, enriched environment. Geting students involved by asking them to decorate their own classroom, teacher develop lessons at a level that challenges students but is not too difficult or confusing, then teacher give clear directions to the students, Ask student to repeat the directions, and the teacher engage all students actively by monitor all of student activity, if they get the progress or not, teacher B Teach to different learning styles. For example, write key words on the board or use a diagram or visual, and so on, and Set clear behavior expectations and

consistently reinforce expectations, then the teacher B demonstrate consistently that teacher believe all students will learn. But in the first observation the teacher B did not make learning intrinsically interesting by relating lesson content to the students' life and local environment, and did not structure learning experiences.

Then in the second observation, the teacher B did the same activity or strategy as in the first observation. However, what is different from the first observation is that teacher B did not ask students to create an attractive, enriched environment. And did not get students involved by asking them to decorated their own classroom.

5) Discipline

For the discipline section, in first observation Teacher B asked student to enter school on time at the time determined by school regulations, Teacher asked students to ending learning activities and go back home based on the specified schedule, Teacher asked student to Follow the whole learning process well and actively, Teacher asked students to do their assignments given by the teacher, teacher asked to carry out class picket assignments according to the specified schedule, and teacher arranged study time.

Then for the second observation, the teacher only asked students to enter school on time at the time determined by school regulations, and asked students to follow the whole learning process well and actively. But the teacher did not ask students to end learning activities and go back home based on the specified schedule. Did not ask student to used school uniforms based on regulations, then the teacher B did not maintain tidiness and cleanliness of clothes in accordance with school regulations, and did not ask student if unable to attend school (not attending school), then must include a notification letter to the school.

1. The Result of Interview

a) Physical Design of Classroom

Talk about the physical design of classroom is planning the arrangement of the classroom furniture and where instructional areas would be located. The aspect in physical design of classroom was seating wall, colour of class; it gave authority to the homeroom teacher to make the physical design of class, so the English teacher aspect focused in seating arrangement. Related to the seating arrangement, Teacher A and B has different seating arrangement depend on the material and the activities.

Based on the interview result, teacher A always used orderly rows when the teachers teach the material to the students. Teacher B used orderly rows also when the teacher teach the material to the student. And then the teacher B used the horseshoe seat arrangement when teach the material to the student. He thought the horseshoe seat arrangement made student more focus to the teacher when teaching.

b) Rules and Routines

Based on the interview result, In the classroom, teacher A greet students and asked about their condition and mention their name in attendance list one by one. After that the teacher gave the material and then collects the students' work that the teacher gives at previous meeting and giving task and homework before end the class about the material. Teacher used positive language with general rules. Teacher A did not applied any rules in the class, but he want all of students must to learn seriously, do not used the mobile phone when teaching learning process.

While the teacher B check attendance list of students one by one in the second observation. After that gave the material for the students, lesson running routines designed to facilitate tasks that occur regularly during instructional lesson such as how papers will be collected and correct homework, what students should bring to

the class and the last season before end the class teacher gave homework about the material. And then talk about rules, the teacher B want students do not go out of class when teaching learning process, do not made any noise and do not forget to bring all of your school's necessity.

c) Relationship

The third component of classroom management is developing caring relationship. The key to developing positives interpersonal relationship among students was to provide students with opportunities to connections with their classmates. Based on the interview, the teacher A used team building activities divided into some group to work together which require small group to accomplish a task successfully.

The interview from teacher B, relationship among students. Teacher used individual presentation for each student to stand up in front of the class to tell about story. The other students' seat in the chair asked the student which stand up to answer the question from their friends. Teacher-students relationship, the teacher is gives open-ended question for the students which the previous material.

d) Engaging and Motivation Instruction

Firstly, plan for the necessary materials. Based on the interview of teacher A and B used textbook that have been provided by the school to explain the material taught and students used that book to do their task and learning more about the material, taught and gave presented about the materials.

Secondly, when gave instruction. Based on the interview teacher A also talked that instructions was really important to student when started learn in classroom. When the students did not understand, the teacher would repeat it and asked the students to look for the difficult work that they have not known yet to be asked to them. And the next teacher A always to

monitor the student's progress in teaching learning, and evaluated it, and make conclusion, if the students did not get the progress, so the motivations and strategy should be change or increase again.

The teacher B explained that instructions really important for the student's achieving, because that would be help and make easy all of their works. So the teacher should be gave clear instructions, acceptable, and easy to student to understand.

Teacher A and B explain that in giving instruction to students with simple greetings, such as hello everybody, good morning. It means that when the teacher giving instruction to the students, this made motivate the students relax before began the class. The students did not felt bored when their teacher could make the interest situation and in monitoring the teacher should be giving attention to the students.

e) Discipline

The fifth component of classroom management were discipline include; treat students, prepending and responding to behaviour problem. Based on the interview from teacher A and B the influenced of classroom management in usual was to make a learning environment comfortable and close to the how students easy to achieve the learning goals.

4. CONCLUSIONS

- a) Classroom management in teaching and learning process was divided into the physical design of classroom which includes seating arrangement; orderly rows and separate table, rules and routines, relationship among students and teacher-students, engaging and motivation instruction and the last is discipline.
- b) Teachers are required to be very creative in the classroom, and teacher teach student based on their style. so that students are not bored

and students are enjoy in following the lesson.

- c) The use of tools or media, teaching style, pattern of interaction between teachers and learning will reduce the appearance of interference, increase to learner's attention, so as to achieve effective classroom management and avoid saturation of learners.

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