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Classroom Management Employed by the English Teacher at SMPN 7 Junior high school: A case study in ELT (English Language Teaching)

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Abstract: This research was aimed to investigate the classroom management techniques by the English teacher at SMP Negeri 7 Jember. The design of this research was qualitative research in the form of case study. The data was collected from interview and observation. Thematic analysis was used to analyze the data. The researcher used observation checklist to make the analysis process became much easier. The research was undertaken on January 16th to January 18th 2019 at SMP Negeri 7 Jember with a female English teacher as a research subject. The result of this research showed that the teacher considered as a good classroom management because she performed most of the components of classroom management proposed by Garrett (2014). The students were well-behaved during the teaching and learning process.

Keywords: Classroom Management, case study

1. INTRODUCTION

In Indonesia, English is taught as a foreign language. However, the students are expected to be able to communicate by using this language. This goal can be achieved by doing the practice as much as possible including in the classroom during the English class. A teacher plays an important role in the classroom. However, sometimes we found that although a teacher exists in classroom, an effective learning does not happen. Thus, we need an effective teacher as a classroom manager in learning activity. Inside the classroom, the attitude of each student varies. It is good to have active students with positive

learning behavior, but we cannot deny that there are always some students who do not seem to be interested in joining the lesson.

There are so many criteria to be said as an effective classroom manager, but the most important thing is that a teacher should have knowledge and ability to build the students' motivation in the classroom. Building the students' motivation is essential to make an effective learning, because motivation can improve students' performance in the classroom. Creating a good classroom atmosphere is one of the ways to increase the students' motivation during the learning process. A good atmosphere in classroom is not only shown by how large the class is, or how tidy the class is. The classroom is also defined as having a good atmosphere when the teacher and the students have a good relationship, so that they are engaged well into the teaching and learning process.

A good teacher must be able to manage the classroom to stimulate the students' interest to study and prevent students' misbehavior. There are many aspects of managing the teaching and learning process in the classroom. The way a teacher designs the classroom, develop rules and routines, maintain relationship with students, give instructions, and respond to students' misbehavior are affecting the students' desire to learn. Harmer (1998:15) points out some issues to be considered by the teacher in managing the class. The use of teachers' physical presence and voice in classroom, organizing the room, and organizing the students are some of important things to be carried out by a good teacher. When a teacher can manage the classroom well, we will see that the students mostly show good learning behavior.

2. REVIEW OF RELATED LITERATURE

2.1. *Teaching English as a Foreign Language (TEFL) and Classroom Management*

Teaching English as a Foreign Language means a lot as giving the most opportunity for student to practice using English. Jarvis (2006:19) defines teaching as an intentional activity in which opportunities to learn are provided. In other words, teaching is a process of delivering information so that the students can learn the information given.

In Indonesia, English is regarded as a foreign language, which means that English is not used as a dominant language in communication. Broughton *et al.* (2003:6) say that English as a foreign language is taught at school but it does not play an essential role in social life. Therefore, people in Indonesia lack of opportunities in practicing their English skill in daily life since this opportunity is only provided at school or in the classroom. It is the teachers' duty to help their students practice English. Teaching a foreign language is not an easy task. Teachers must have good teaching skills to make the students' learning process successful. One of the important elements to create effective teaching skills is classroom management. Teachers must be able to carry out their classroom management skill in teaching and learning process in the classroom.

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place. It is used to prevent behavior problems on the classroom. Ming-taket al. (2008:4) state that classroom management is actions which lead to the creation of a learning

environment where positive interpersonal interaction is promoted, and effective learning is facilitated.

The aim of classroom management is to help teacher in controlling and ordering the class during the teaching process. Brophy (1996:5) says that classroom management as actions is taken to create and maintain a conducive learning environment to achieve successful instruction, arrange the physical environment of the classroom, establish rules and procedures, maintain attention to lessons and engagement in academic activities. Classroom management is very important in the process of teaching and learning activities in the classroom. Marzano et al. (2003:1) believe that effective teaching and learning cannot take place in a poorly managed classroom. This means that when a classroom is well-managed, students will achieve better result of their learning process.

Brown (2000:192) mentions some essential factors of conducting classroom management that a language teacher should understand to sharpen the skills as a language teacher. The first factor is *the Physical Environment of Classroom*; teacher should consider what the students see, hear, and feel because they are likely affected by those things when entering the classroom. A good seating arrangement, furniture, and equipment also become the things that a teacher must concerned during the implementation of classroom management.

The second is *teacher's Voice and Body Language*; in the classroom, all students must be able to hear what their teacher is saying, so that they understand what they are going to do. Therefore, a teacher must have a clear voice as well as clear articulation. Teacher can also use non verbal language in delivering instruction to students, such as body language and eye contact.

The third is *Tackling with Unplanned Teaching*; there are always circumstances where the teacher must change the lesson activity because something unexpected happens. In this case, teacher must be able to think quickly to change the activities that encourage students' motivation. The fourth is *Teaching under Adverse Circumstances*; in Indonesia, most of language classes have large number of students while a language class cannot be too large. This situation is what Brown (2000) calls adverse circumstances. Another problem is when a teacher must teach in a class which has different proficiency level students. A good teacher must be able to overcome such a situation. The last is *Teacher's Roles and Styles*; a teacher must be able to be a leader, knower, director, manager, counselor, guide, and even as friend, confidante, and parent.

According to Garrett (2014:3), there are five key areas of the process of classroom management that help teachers create and maintain conducive learning environment in the classroom, they are: (1) Physical design of the classroom; (2) rules and routines; (3) relationships; (4) engaging and motivating instruction; and (5) discipline.

Physical design lies in how the classroom is laid out, where the students' desk are, where the teacher's desk is, where the learning centers and materials are located, where heavily used items are, etc. (Garrett, 2014:4). As stated in Cummings (2000:42), teachers need to create an environment that have little distractions, lowers the level of concern, and provides interesting work for the students.

Marzano (2003:13) says that rules and routines are one of the most important aspects of classroom management. Garrett (2014:29) states that the teachers

classified as effective classroom managers had clear rules for general conduct and procedures or routines for carrying out specific tasks.

When a teacher has a good relationship with his students, it will be easier for the students to accept and follow the rules, procedures, and all disciplinary action from the teacher. Meanwhile, relationship among students in the classroom has significant effect on classroom management. Besides, good classroom managers must have good listening skills, kindness, consideration, empathy, enthusiasm, and an understanding of parent-child relationships.

It is clear that engaging and motivating instruction will create an effective classroom management. Scrivener (2005:90) says that sometimes teachers do not realize that they use complex instructions. As a result, a simple activity will be difficult for the students not because they cannot do it, but because they do not understand what to do. Another consequence is that when students cannot do their task they may feel bored and create disruptive behavior.

Garrett (2014:77) defines discipline as both preventing and responding to behavior problems. . She also added that the four component that have been discussed before, they are organizing the physical design, establishing rules and routines, developing relationship, and implementing and managing instruction, are all designed to prevent misbehavior.

2.2. Review of Previous Studies

A research about classroom management entitled “Primary School Teacher’s Perception of Classroom Management and It’s Influence on Pupil Activity” was

conducted by G.O. Oyinloye in 2010. This research looked at the teacher perception on classroom management.

Another study about classroom management was conducted by Yasar in 2008 entitled “Classroom Management Approaches of Primary School Teachers”. This study found that most of teachers’ classroom management approaches in this study were consistent with the new way of instruction. Student-centered management approach was implemented much more.

A descriptive research about classroom management in Indonesia was conducted by Selan in 2013. The research entitled “A Descriptive Study on Classroom Management Applied by ELT Teacher at SD Inpres RSS Oesapa” found that the ELT teacher of SD Inpres RSS Oesapa Kupang mostly understand well about classroom management and how to apply classroom management to make the students enjoy the process of teaching.

Based on those previous studies, it can be concluded that the ability of classroom management from the teacher is an important thing to make the class run well. This topic is very interesting, but there are only several researches about this topic in Indonesia, especially in Jember.

3. RESEARCH METHOD

3.1 Research Design

This research was focused on description of the English teacher’s classroom management in teaching English as a Foreign Language, which is considered as qualitative research. In this research, the qualitative research was in the form of case study. The researcher intended to describe the classroom management done by the

English teacher in teaching English as a foreign language covering organizing the physical design, establishing rules and routines, developing relationship, implementing engaging instruction, and addressing discipline.

3.2. Research Context

This research was conducted at SMP Negeri 7 Jember, one of junior high school in Jember. The researcher chose the school because there has not been any researcher yet who investigates the problems of this research in SMP Negeri 7 Jember. The teacher also agreed to be observed as the research subject for this research.

The participant of this research was the grade IX English teacher of SMPN 7 Jember in the 2018/2019 academic year. In this research, the subject is determined purposively. The researcher chose a female English teacher of grade IX as a research subject because she was available and was willing to become the subject of this research.

3.3. Research and analysis

Structured observation is used to collect data in this research because it will be easier for the observer to collect the data. Cohen *et al* (2000:306) says that a structured observation is very systematic and enables the researcher to generate numerical data from the observations.

In this research, observation is done to get data about the classroom management done by the English teacher in teaching English as a foreign language. The researcher will record the teaching process by using video. Then, the researcher will use the observation checklist to observe the classroom management done by the teacher from the recording.

There are five components of effective classroom management that are observed in this study, they are: (1) organizing the physical design; (2) establishing rules and routines; (3) developing relationship; (4) implementing and managing engaging instruction; and (5) addressing discipline issues.

According to Arikunto (2010:198), interview is a dialogue that is carried out by an interviewer with an interviewee. McMillan (2016:190) states that interview is a form of data collection in which questions are asked orally and the subject's responses are recorded. He divides interview into three categories, they are structured interview, semi structured interview, and unstructured interview. Semi structured interview was applied in this study. This interview method was flexible, and it provided key questions to be interviewed but the interviewer could add other questions during the process of interview. In this research, the interview was conducted once. The interviewer used Indonesian language to avoid misunderstanding between the teacher and the researcher.

Thematic analysis was used to analyze the data from the observation and interview. According to Maguire *et al* (2017:3352), thematic analysis is the process of identifying patterns or themes within qualitative data. Braun and Clarke (2006) in Maguire *et al* (2017:3354) provide a six phase guide for conducting thematic analysis: (1) become familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define themes; (6) write-up.

In this research, the researcher used theoretical thematic analysis that is driven by the specific research questions and/or analyst focus. Therefore, the researcher used five components of the process of classroom management according to Garrett (2014:3) as categories for this research, they are: organizing physical design,

establishing rules and routines, developing relationship, Implementing and managing engaging instruction, addressing discipline issues.

Table 1: The list of categories, themes, and activities to research observation

Category	Themes	Activities		
Organizing physical design	Seating arrangement during the lesson	The teacher can easily move around the classroom		
		The teacher can see and interact with all of the students in the class		
		The students can ove freely during lesson activities		
		The students interact each other easily		
	Classroom physical environment	The classroom have pleasant decoration		
		The students have enough space to put their belongings		
Establishing rules and routines	Rules	The teacher develops 4 to 6 rules in the classroom		
		The teacher explains and demonstrates the rules		
	Routines	The teacher signals the students when begin transition		
		The teacher gives direction about what students are to do		
		Developing relationship	Communication between teacher and students	The teacher shares certain personal information to engage with students
				The teacher greets the students before and after the lesson
The teacher is available to talk about students' personal problems				
The teacher knows each students' name				
Communication among students	Students help each other during lesson activities			
	Students motivates each other during lesson activities			
	Students respect others during the lesson activities			
Communication between teacher and parents	The teacher contacts parents if their kid is having serious problem in the classroom			
	The teacher reports the students' progress with parents			
Implementing and managing engaging instruction	Teacher's planning before a lesson	The teacher plans appropriate space before the lesson		
		The teacher plans students' activities		
	Teacher's instruction during the lesson activities	The teacher provides relevant contents for the students' learning material		
		The teacher gives clear instruction to the students during the lesson activities		
		The teacher plans for different kind of changes during lesson activities		
		The teacher monitor the class and observe students' activities during lesson		
		The teacher collects and assess students' work after the lesson		
		Addressing discipline issues	Teacher preventing discipline problems	The teacher constantly monitor student behavior and communicate this awareness to the students
The teacher can monitor more than one activity in the classroom/ability to do multiple things at a time				
The teacher performs well-prepared and well-paced lesson (make the students focus on the lesson)				
Teacher responding to behavior problems	The teacher moves closer to the misbehaving students			
	The teacher uses facial expression and or gestures to communicate to misbehaving students			
	The teacher warns the students in a soft rather than a loud voice			
	The teacher directly reminds students that they are breaking the rules			

4. RESEARCH RESULT AND DISCUSSION

4.1 The Result of the teacher's classroom management

There were four meetings to conduct this research, the first meeting was in class IX-E, and second meeting in class IX-D, the third meeting was in class IX-C, and the last meeting was conducted in class IX-E. The components of the process of classroom management used in this research were based on Garrett's theory of classroom management, they are: (1) physical design of the classroom; (2) rules and routines; (3) relationships; (4) engaging and motivating instruction; and (5) discipline.

Considering the result of Teacher Organizing the Physical Design of the Classroom, it can be seen that the physical design of every classroom is good enough. It covers all the indicators that considered as a good classroom seating arrangement and classroom physical environment according to Garrett's components of classroom management. The environment of the classroom was comfortable. The teacher used proper seating arrangement to the lesson activities, so that it is easier for the students and the teacher to interact each other and the learning process can run smoothly.

As to establishing rules and routines in the classroom, the teacher developed 5 rules in the classroom, it means that the teacher has established enough rules in the classroom based on Garrett's theory of the components of the process of classroom management. The teacher also communicates the rules in a simple and understandable language for the students. As for the routines, the teacher always using signals when there was transition during the lesson. The students always know what they were doing in the classroom.

As regards developing relationship in the classroom, to engage with students, the teacher sometimes gives example of every explanation by using her own experience or preference. The teacher also greeted the students in every meeting. However, during the observation, there are no talks about students' personal problems during teacher and students interaction. During the observation, the researcher found out that the students always help each other as the teacher instruction. For the teacher communication with parents, the researcher found out that she never contacted students' parents directly because of school procedures. It can be said that the relationship between teacher and students was good, but the relationship between teacher and parents was not good.

According to the interview conducted by the researcher to gain more data about the teacher's plan before the lesson, it was found that the teacher always constructing lesson plan before the lesson. The teacher also said that sometimes she will ask the students learn outside the classroom if it's needed such as go to multimedia room for listening activity. It was shown that the teacher planned the lesson very well and provided appropriate space before the lesson. During the lesson activities, the teacher related the learning material with the students' lives by providing tasks or sentence example based on the students' experience or daily activities. The teacher also gave clear instruction both in English and Bahasa to make the students understand the instruction. After the lesson, the teacher asked the students to collect their work and asses them or discuss the answer together with the whole class. It can be said that the teacher has a good ability at implementing and managing engaging instruction.

4.2. Discussion

Based on the observation about teacher preventing discipline problems, the researcher found that the teacher always looked at the whole class during the lesson. The teacher always reminded students about the limited time given so the students were more focused doing the task. This created a well-paced lesson in teaching learning activities. However, there were still discipline issues performed by some students in the classroom. The teacher cannot monitor more than one activity in the classroom, which is one of requirements that a good classroom manager should have according to Garrett (2014). The researcher found out that the teacher performed well at responding to behavior problems. She was able to prevent serious behavior in the classroom although at some point she still needs to learn to focus on more than one activity. Her respond to misbehavior was good. The students listened to the teacher's warning and stopped misbehaving.

During the observation, there were some obstacles or difficulties that the researcher faced. First, researchers did not have enough time to conduct research because the provisions of the school and the teacher that allowed the researcher to observe for only a few days, even though the type of qualitative research requires more time to obtain more valid data and deeper analysis. Second, the researcher can only observe the teaching and learning process for only two language skills, they are writing and reading. The researcher could not see how the process of teaching for speaking and listening, which is of course have very different techniques in the classroom. So, it will be better if the observation conducted for several weeks or months.

5. CONCLUSION

Based on the data collected from the observation, interview, and field notes, it can be concluded that the classroom management is an important skill that a teacher must have. The teacher as a subject of this research considered as a good classroom manager because she performed most of the components of classroom management proposed by Garrett (2014). It also can be seen that the classes were well-managed through the students' participation in the classroom and minimum serious behavior performed by the students during the teaching and learning process.

Based on the result of the research and analysis if the data, the researcher proposes some suggestion to the following stakeholders. It will be better for the principles to reconstruct the regulation so that the teacher can directly contact students' parents to discuss about their children's progress in the lesson since it is important to build a good relationship between teacher and parents. It is suggested to the English teacher to improve her ability to monitor more than one activity in the classroom. The teacher also need to gives students information about the unusual situation happen in the classroom because the teacher was not giving the students information that there will be a researcher who will observe their class. The future researcher who is interested in conducting this kind of research should consider looking at student's expectation to the classroom management done by their English teacher. This will result a better and deeper insight on the process of classroom management.

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