


## FACTORS INFLUENCING THE EFFECTIVENESS OF ENGLISH READING CLASSROOM MANAGEMENT AT THE EIGHTH GRADE OF UPTD SMP NEGERI 1 GUNUNGSITOLI BARAT

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i>                      Received: November 30, 2024                      Revised: December 5, 2024                      Accepted: December 18, 2024                      Published: December 31, 2024</p> <p><i>Keywords:</i>                      Qualitative research                      Descriptive                      Classroom management                      Effectiveness                      English reading</p>	<p>Classroom management competencies have a major impact on student learning and academic achievement. The main aspects that need to be evaluated in this classroom management effectiveness setting include the teacher's role, the classroom environment and student characteristics. First, the teacher's role in classroom management has an impact on its effectiveness. Teachers with strong classroom management skills usually produce a positive, disciplined and structured learning environment. Conversely, a teacher's failure to control the classroom can result in learning disruptions, demotivated students and difficulty achieving learning objectives. Classroom management is an important part of optimizing the role and potential of educators in learning. The key to successful learning is improving the quality of student learning. This study aims to describe the realization of classroom management by English teachers and find out what the factors are that influence the effectiveness of classroom management in learning English reading, especially in class VIII-B at UPTD SMP Negeri 1 Gunungsitoli Barat. The method used in this research is qualitative research with an inductive approach. Data were obtained through observations and interviews with English teacher. Data from the observation sheet was analyzed to find out the indicators that have been implemented by English teachers in managing the classroom in learning to read English. Meanwhile, the interview data was analyzed to find out what the factors are that influence the effectiveness of classroom management in learning to read English. The results showed that English teacher have Classroom management was realized, although it has yet to be fully deployed. The following aspects influence the success of classroom management in learning to read English: information about student needs, time management, and teacher experience.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
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### INTRODUCTION

Classroom management skills have a significant impact on student learning and academic performance. The teacher's role, the classroom environment, and student

characteristics are the most important factors to consider when evaluating classroom management success. First, the teacher's role in classroom management influences its success. Teachers with strong classroom management abilities typically produce a positive, disciplined, and structured learning environment. In contrast, a teacher's failure to control a classroom can result in learning interruptions, lower student motivation, and challenges meeting learning objectives. The teaching profession demands educators to have acceptable academic qualifications and competencies. According to (Sugihartini & Sindu 2019), teaching skills include eight skills: 1) ability to give reinforcement; 2) activeness in asking students; 3) ability to use variations in learning; 4) ability to explain lessons; 5) the capacity to begin and end a session; 6) individual and small group teaching abilities; 7) mastery of class administration; and 8) competence in steering group discussions. Classroom management is an essential component of optimizing educators' responsibilities and potential in learning. The key to successful learning is improving the quality of student learning. Second, fostering a pleasant school climate is critical. Class size, physical amenities, and administrative aid are all aspects that may influence classroom management success. A well-organized and supportive setting can assist teachers improve their classroom management skills. In addition, student characteristics should be investigated. Each student has distinct learning styles, demands, and readiness levels. Teachers who grasp these characteristics can devise more effective classroom management strategies, provide more assistance to students who need it, and build a more positive learning atmosphere. According to Amri (in Azizah & Estiastuti, 2017), classroom management is a teacher-led activity that has been shown to create classroom environments that promote optimal learning. Pidarta (Afrizah, 2014): "Classroom management is the process of selecting and using appropriate tools for classroom problems and situations".

The teacher is in charge of creating, improving, and maintaining a system or structure in the classroom that enables students to concentrate their skills, talents, and energies on particular activities. A teacher's aptitude or skill in classroom management is necessary to maximise the impacts of learning activities and increase the effectiveness of learning. The goal of classroom management is to maximize the potential of the classroom in order to improve teaching and learning environments. The importance of classroom management is also highlighted in National Ministerial Regulation No. 41 of 2007 on procedural standards for primary and secondary education units. Classroom management is one of the most important parts of education, and it acts as the hub for all educational management initiatives. Teachers have an important role in inspiring students to seek and fulfil their life goals or ideals to the fullest. Teachers have an important job during classroom learning: to undertake classroom management activities. Classroom management responsibilities in this context include not only organising courses, classroom equipment and infrastructure, and routine operations, but also creating and maintaining classroom conditions conducive to effective learning. Classroom management aims to maintain control over instructional activities while simultaneously shaping the atmosphere to promote learning. Some previous studies, such as

(Chuang et al., 2020), discovered that the aspects of teacher education background and teaching experience influence instructors' ability to manage classrooms. The premise is that teachers' educational backgrounds and classroom management experiences have a significant impact. The teacher's classroom management skills develop as their educational background and teaching experience grow.

The preliminary study found that classroom management in the field presented major obstacles. Many teachers reported difficulty sustaining students' attention and participation during lessons, which was frequently caused by student distractions or a lack of clear organization in classroom activities. Some professors have noted that disparities in pupils' ability levels and interests complicate time management and material delivery. Furthermore, many teachers reported that a lack of support from school resources or additional training hampered their ability to manage the classroom successfully. These findings emphasized the importance of a more structured approach and better support in order to improve classroom management and create a more conducive learning environment.

In contrast, the lower the teacher's educational background and teaching experience, the less effective their classroom management skills. Second, Sabrina (2022) learned that effective classroom management is essential for all teaching and learning processes to run smoothly and successfully. Teachers must create an environment conducive to teaching and learning. Teachers must improve their management of physical and learning environments, processes and regulations, discipline issues, relationships, and voice and body language. Teachers are advised to form close relationships with their students. Relationship in this context means knowing more about students as persons, as well as recognising their issues and how to deal with them. Third, Suprobowati, Haryanto, and Rahman (2020) discovered that the classroom atmosphere had the greatest impact on management classes. Most students give feedback to the school on the thoroughness of each class, as well as room decoration and seating arrangements. According to Azam (2024), factors that influence classroom management include creating a positive environment, employing effective body language, maintaining eye contact, having a well-planned approach, and managing time. In reference to the description above, the researchers used a qualitative analysis research technique titled "Factors Influencing the Effectiveness of English Reading Classroom Management at the Eighth Grade of UPTD SMP Negeri 1 Gunungsitoli Barat".

## RESEARCH METHOD

The researchers conducted this research using qualitative methods. The researchers used a qualitative descriptive research method. Qualitative research is a research method that collects descriptive data in the form of written or spoken language from observable people and actors. This qualitative method is used to describe and analyze individual or group phenomena, events, social dynamics, attitudes, beliefs, and perceptions. Islamuddin et al.

(2023) state Qualitative research is based on inductive thinking patterns and participatory objective observations of social phenomena.

The research instrument consisted of a written guideline for conducting interviews, observations, and asking questions to gather information (Ovan and Saputra, 2020). Sukmawati et al. (2023) define research instruments as tools that collect various types of information in research, process it quantitatively or qualitatively, and arrange it systematically. The research instrument was a tool used in research to collect and obtain data, allowing the research to be conducted more easily. According to the explanation provided above, the researchers used observation and interview as research instruments in this study.

In research, observation was defined as paying close attention to an object and using all of one's senses to gather information. So observation was done directly using sight, smell, hearing, touch, and, if necessary, taste. Interviews were a qualitative research method that gathered information by asking questions. There were three main types of interviews: structured, unstructured, and semi-structured. In this study, the researchers followed structured interview guidelines.

## RESULT AND DISCUSSION

### Result

This study was conducted at SMP Negeri 1 Gunungsitoli Barat. The school had one English teacher who taught in class VIII-B. The researchers collected data through observation and interviews based on the research's focus, which was to describe classroom management implementation and to analyze effective factors influencing the effectiveness of classroom management of English reading. The researchers conducted classroom observations to obtain more accurate data for responding to the two problem formulations. The researchers then conducted an interview with a single English teacher to address the first and second problem formulations. After collecting the data, the researchers analyzed it based on the results of the observation checklist sheet and interview transcripts using data analysis techniques such as data reduction, data display and drawing conclusions.

### Discussion

The researcher's first stage involved observation of English teachers. The researchers observed English teachers at UPTD SMP Negeri 1, Gunungsitoli Barat.

According to the researcher's observations, there were 11 indicators of classroom management in the English Reading class, as determined by a yes or no checklist. Based on Minister of National Education Regulation Number 41 of 2007, the researchers assessed English teachers' classroom management skills by observing the English Reading learning process in class VIII B. According to the Minister of National Education Number 41 of 2007, classroom management indicators consist of seating arrangements, volume and teacher's

intonation, polite teacher's speech, adapting learning materials to students' learning speed and abilities, creating order, providing reinforcement, respecting students regardless of their background, respecting students' opinions, and teacher's clothing is polite, clean, and neat at the beginning each semester, the teacher delivers the course syllabus lessons, and teachers begin and end the learning process at the scheduled time. This section explains the results of the research while also providing a comprehensive discussion. Results can be presented in a variety of formats, including figures, graphs, and tables, to help the reader understand. The discussion can be divided into several subchapters. The researchers concluded that factors influencing classroom management effectiveness include students' information needs, time management, and teacher experience. The first factor is information about the student's needs. This is consistent with the opinion of Latif and Sulistiawati, 2023, who believe that learning should be focused on students' interests and needs, because both will be the source of attention. Something that students are interested in and require will undoubtedly capture their attention, causing them to be serious about their education. The second consideration is time management. This is consistent with Madaminjonovna and Bahiru's (2024) finding that effective time management skills can help a teacher increase productivity and provide a better education for their students. A teacher's instruction must strike a balance between long-term classroom objectives. The third factor is teaching experience. This is consistent with Mufidah et al., 2021, who state that a teacher's teaching experience can be used to assess their performance. A teacher's teaching experience is important in achieving student learning outcomes because teachers who have been teaching for some time are thought to have adequate knowledge and experience in implementing learning. Teachers who are beginning or new will need some teaching experiences can be gained through the learning process.

## CONCLUSION

Based on research data and discussions about how English teachers implement classroom management and the factors that influence its effectiveness, it is concluded that English teachers have implemented classroom management, and several factors influence its effectiveness, including information about student needs, time management, and teacher experience. The Minister of National Education Regulation Number 41 of 2007 concerning Process Standards for primary and secondary education units, which includes classroom management, specifies 11 indicators of classroom management.

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