

AN ANALYSIS OF CLASSROOM MANAGEMENT USED BY TEACHER IN TEACHING ENGLISH

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 21, 2023 Revised: January 29, 2023 Accepted: February 10, 2023 Published: December 30, 2023</p> <p>Keywords: Classroom Management Physical Design Rules Routines</p>	<p>This research used a qualitative research design. The English teacher at SMAN 1 Enrekang's 11 IPA 1 grade served as the study's subject. In-depth interviews and observation were the research tools used to get the data. For both the interview and the field notes, the researcher utilized semi-structured questions. The five aspects of classroom management that were the focus of the study were discipline, rules and routines, relationships, engaged and motivated instruction, and physical design. The actual layout of the teacher's classroom had two separate seating configurations. The first arrangement was in tidy rows for when the teacher delivered lessons and made presentations. The second arrangement had separate tables set up for small group discussions. This demonstrated the teacher's flexibility in changing the seating position to accommodate various class activities. The teacher devised routines to encourage discipline and enthusiasm in the learning process, as well as a learning agreement with each student at the start of each lesson. The teacher used team-building exercises that required collaboration to reach a common objective as well as small group talks to encourage relationships among the students. In order to establish relationships with the pupils, the teacher also adopted a personal style, frequently encouraging them at the beginning of lessons and complimenting their efforts. The teacher used a variety of teaching tools, including a whiteboard for presentations and questioning and laptops and speakers for games, to keep the class interested and motivated.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Teaching refers to any actions taken by material developers or teachers to assist in the acquisition of a language. The goal of teaching is to provide students with knowledge and the ability to understand the information being taught, and it requires the teacher to possess good teaching skills. The teacher plays a crucial role in ensuring that the learning process runs smoothly and effectively. Good and Brophy (2003) argue that teachers may not always be aware of everything happening in the classroom, which can negatively impact their effectiveness.

There are various elements that contribute to the success of teaching and learning activities, one of which is classroom management. According to McCreay (2013), classroom management involves the methods and strategies that educators use to establish an environment that is conducive to student success and learning. In addition to methods and techniques, the way a teacher manages the classroom can also greatly affect the teaching-learning process. It is important for the teacher to effectively manage the class to ensure that students follow instructional tasks and do not engage in misbehavior. Successful teachers tend to be highly efficient in managing the classroom environment, fostering a positive learning community where students are actively engaged in their own learning and the management of the classroom.

Classroom management plays a critical role in the teaching-learning process, including in English classes. According to Nunan, as cited in Retnaningtyas (2011), classroom management is essential in creating and maintaining a functional system within the classroom. Additionally, classroom management can be used to organize and manage the class. As stated by Levin (1996), effective classroom management enables the teaching-learning process to take place efficiently. It is well-known that the classroom management skills of teachers have a significant impact on student success. According to Nkomo and Fakrogha (2016), it is an important factor in determining student learning outcomes. For a class to be successful, students should feel comfortable with the class environment. This includes not only the physical appearance of the classroom but also the way the teacher conducts the class.

Based on the reason above, the researcher is interest in conducting the research about classroom management used by the eleventh grade's English teacher of SMAN 1 Enrekang

to make the English teaching-learning easy and fun to learn. Therefore, the researcher came up with the research entitled “An Analysis of Classroom Management Used by English Teachers in Teaching English”

RESEARCH METHOD

This research used a descriptive qualitative research design. The researcher described about the components of classroom management used by the eleventh grade English teachers of SMAN 1 Enrekang in teaching English and to explain the problems faced by the teacher in managing the classroom

The subject of this research was the English teacher at the 11st IPA 1 grade of SMAN 1 Enrekang

To collect accurate data, this research employed several instruments, including classroom observation with field notes and interviews. The study analyzed the teachers' questioning strategies and the students' responses to these strategies. The aim of this research is to determine the types of questioning strategies used by the teacher in class and the students' reactions to these strategies.

RESULT AND DISCUSSION

Result

In this section, the researcher elaborated on the data obtained through various data collection techniques. The information was gathered through observation and interview with English teacher at SMA Negeri 1 Enrekang. As the researcher observed, some findings were discovered.

a. Physical Design of Observation

The classroom utilized two types of seating arrangements. The teacher arranged the students in orderly rows when providing instruction and explanations, and separate tables were used when group discussions or assignments were taking place. Based on observations, the teacher alternated between these two seating arrangements during a single class session. An example of this is when the teacher asked the students to tell a story.

The classrooms at SMA Negeri 1 Enrekang are conducive to learning. To support the learning facilities and infrastructure, each classroom has an LCD projector and speakers. Each student also has a special cupboard at the back of the classroom to store their personal

belongings. The back corner of the classroom is equipped with cleaning tools such as brooms, mops, and dustpans. The walls are decorated with framed students' portfolios and English motivational quotes, as well as daily English vocabulary for students to use in their daily conversations. The classrooms are also equipped with four lamps, a fan, adequate chairs, and tables. Overall, the physical design of the classrooms at SMA Negeri 1 Enrekang are clean, visually pleasing, and comfortable for learning.

b. Rules and Routine

Rules and routines are essential components of an effective classroom management plan and play an important role in creating a learning environment. Classroom rules typically cover overall classroom behavior, whereas routines focus on daily activities that are repeated in order to achieve a specific goal. These routines are frequently task-specific and provide guidance on how to complete them.

Based on the observations conducted in the XI class, Several rules and routines implemented by the teacher during the learning process in the classroom were identified by the researcher. These rules should cover a wide range of behaviors, including respect for others and making reasonable efforts, such as being on time for class. At the start of the lesson, the teacher established a learning contract with the students that included rules such as no eating in the classroom, no talking during lectures, paying attention to the teacher, no making noise, being on time, completing assignments, limiting absences to three times, and requiring students to bring a dictionary to every class. Consequences were given to those who broke these rules, but they were not abusive in nature. For instance, if a student was chatting with a friend in class, the teacher would stop by their desk and ask them to present the material to their classmates or assign them a task that was related to the topic. If a student was absent when a certain lesson was taught, they were given an educational punishment such as summarizing the material and creating a greeting card. The goal of these punishments is to educate and help the students understand the material clearly.

c. Relationship

Having positive relationships is crucial for a sustainable connection between teachers and students. When a teacher has a positive relationship with their students, it is easier for them to accept classroom rules. Students are less likely to follow classroom rules and procedures if there isn't a strong foundation of a positive relationship between them and

their teacher because they won't have empathy for them or respect them. There are two types of relationships in the classroom: relationships among students and relationships between teachers and students. To foster positive interpersonal relationships among students, opportunities for interaction with classmates is provided. The researcher discovered through observations that the teacher used group activities that required small groups to collaborate on tasks. Due to the necessity of teamwork to complete and succeed in the assignment, this fosters relationships between students.

To build positive relationships with students, the teacher took a personal approach. The teacher inspired the students at the start of each lesson by highlighting the value of learning English for the future. The goal was to spark a discussion while also increasing students' enthusiasm for learning. The researcher noticed that the teacher occasionally questioned the class to make sure they understood the material.

d. Engaging and Motivation Instruction

Students' motivation and interest in learning are increased by engaging instruction. To effectively deliver a lesson, the teacher must understand the various management tasks that must be completed prior to, during, and after the lesson in order to implement engaging and motivating instruction. To prevent students from being unclear or confused, the instructions must be clear.

The teacher employed a variety of teaching methods, such as using a laptop, projector, and speaker to play games with students to keep them engaged, and utilizing a whiteboard and teaching materials such as a package book or LKS to explain the material. The teacher also modified worksheets within the LKS to aid in students' understanding. The teacher used a combination of English and Bahasa Indonesia to teach, switching between the two languages to help students become accustomed to listening to English. The teacher also provided verbal reinforcement to students who participated in class and use positive reinforcement such as saying "good/excellent" and giving applause to motivate them to be more active in the learning process.

e. Discipline

Discipline plays a vital role in the classroom, not just in terms of punishment but also in preventing and addressing problematic behavior. The teacher observed in the class takes action when students fail to pay attention to instruction by approaching them or giving them

a warning. They also keep track of which students bring a dictionary to class, as this can help improve their grades on exams. The teacher also rewards those students who always bring it.

Discussion

a. Physical Design of the Classroom

To create a meaningful classroom environment, teachers should be caring and proactive in developing their teaching methods and media development. The physical layout of the classroom is the first component of effective classroom management. The physical layout of the classroom is one of the key factors in determining how much time teachers spend organizing, instructing, and dealing with inappropriate and disruptive behavior. According to what was observed in class XI, the teacher divided the various seating arrangements into categories based on the subject matter and the day's activities. Based on first observations, teachers arranged seats in rows as they teach material, using blackboards or LCD projectors. Class size, the number of students, the type of chairs and tables in the room, the objectives of the lesson, or the nature of the activity will all determine how the students are arranged. If they are arranged in ordered rows, the teacher will work with the entire class. As a result, the teacher determined the seating arrangement of the students using the ordered row. Typically, the teacher would ask the students to work in pairs while learning. Even when the class is seated in an orderly manner, students can work in pairs or groups, and they can collaborate with those next to, in front of, or behind them. The benefit of using ordered rows, according to Garret (2014), is that lecturers can move around with ease and speak to single students or groups of students.

b. Rules and Routine

Class rules, on the other hand, frequently deal with general behavior, whereas routines are more focused on particular tasks and typically offer instructions on how to complete them rather than attempting to curtail particular types of behavior. According to the interview, the teacher enforced the following rules in the classroom: no eating in the classroom, no talking by yourself while the teacher is explaining, pay attention to the teacher, don't make loud noises, come to class on time, complete the homework the teacher assigns, and be absent no more than three times. To the next meeting, bring a dictionary. All of the rules that the teacher follows are critical and must be followed in order to create an effective classroom.

The learning process accomplishes the anticipated objectives thanks to the rules that are in place in an effort to help students become more self-disciplined in their studies. As a result, the teacher implemented some classroom rules. Good routines or habits must be the foundation for a successful classroom. The importance of routine in the classroom cannot be overstated. The majority of classrooms require a wide range of routines, according to Garret (2014), who also noted that it is crucial for teachers to establish these routines.

c. Relationships

Building positive relationships with students is an important aspect of effective classroom management, according to Garret (2014). This element is often overlooked when discussing classroom management, but when teachers have a good relationship with their students, they are more likely to follow rules and procedures, and be less resistant to disciplinary actions. The research identified two types of relationships in this context.

d. Engaging and Motivation Instruction

In order to effectively manage a classroom, instructors must also deliver engaging and inspiring lessons that pique students' interests and boost their desire to learn. As a result of students' active participation, interest, and motivation, Garret (2014) claims that when instruction is engaging, behavioral issues are reduced. Teachers must have a thorough understanding of the different classroom management tasks that must be addressed prior to, during, and after the lesson if they are to successfully implement such lessons.

e. Discipline

Discipline was the final aspect of effective classroom management. Discipline is essential in all aspects of life, along with the teaching and learning process. Discipline is the primary key to success in teaching students to behave. Discipline is more than just punishment. Discipline is viewed as a preventative measure and a response to misbehaving students in the classroom. Based on the findings, the teacher established ground rules for instituting discipline. The rules governing understandable points that provide students with rewards and consequences while not burdening them, enabling them to keep discipline while studying. The first section of classroom management went over the rules in great detail.

CONCLUSION

There are five important aspects to classroom management that can be used by teachers in English language teaching. These are physical design, rules and routines, relationships,

engaging and motivating instruction, and discipline. The physical design of the classroom can be changed based on the type of lesson being taught, with orderly rows being used for lessons that involve presenting information, and separate tables being used for lessons that involve group work. Rules and routines are put into place to help keep the class organized and on track, while relationships between students are built through team building activities and personal interactions. Instruction is focused on providing students with the most relevant and useful information, with games and other activities being used to engage and motivate them. Finally, discipline is dealt with in a variety of ways, with punishments given when students are not following directions or behaving inappropriately.

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