

An Analysis of First Grade English Teacher's Classroom Management at SMA Inshafuddin Banda Aceh

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimanakah manajemen kelas guru bahasa inggris di kelas satu SMA Inshafuddin Banda Aceh, dan untuk mengkategorikan permasalahan-permasalahan yang dihadapi oleh guru bahasa inggris dalam mengaplikasikan manajemen kelas tersebut. Peneliti menggunakan penelitian kualitatif deskriptif sebagai metode dalam penelitian ini. Observasi dan wawancara digunakan sebagai instrument. Terdapat delapan aspek yang dianalisa oleh peneliti yaitu desain fisik kelas, aturan dan rutinitas, hubungan, intruksi yang melibatkan dan memotivasi, disiplin, waktu bicara guru, manajemen suara, dan kehadiran fisik guru. Hasil penelitian menunjukkan bahwa sebagian besar manajemen kelas di implementasikan dengan baik oleh guru. Akan tetapi, terdapat beberapa permasalahan yang dihadapi oleh guru bahasa inggris yaitu kebiasaan siswa dan disiplin kelas. Siswa kurang disiplin dalam menjalani aturan yang telah diatur oleh guru.

Kata Kunci: Guru Bahasa Inggris, Manajemen Kelas.

Abstract

The purpose of this study was to investigate how the first grade English teacher's classroom management, and to categorize the problems faced by the first grade English teacher's in managing the classroom. The researcher used descriptive qualitative research as the method in this study. The observation and interview were used as the instrument. There were eight aspects analyzed by the researcher such as physical design of classroom, rules and routines, relationships, engaging and motivating instruction, discipline, teacher talking time (TTT), voice management, and physical presence. After analyzing the data, the researcher found that most of the aspects of classroom management is implemented very well by the teacher. However, there are some problems faced by the first grade English in implementing the classroom management such as students' habit and class discipline. The students were lack of discipline in undergoing the rules that have been regulated by the teacher.

Keywords: Teacher, Classroom Management

INTRODUCTION

People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well, they also need to have the ability in managing the classroom. The ability in managing the classroom is one of the most important skill that the teachers should have in teaching and learning process. It is because the most important role of teachers among the other roles is as a manager (Marzano, 2003:23). Therefore, a teacher should be able to manage classes well and provides conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively.

Furthermore, the diversity of models applied by teachers in presenting English language learning is absolutely necessary, because rigid learning will reduce students' learning interest now and in the future. The teacher is obligated to motivate, activate students, actualized the use of language to find learning needs, and provide knowledge to student about the function of language, and present effective and preferred strategies for students (Maulizan, Rahmat, Zuriyati, 2020:1).

Akmal, Razali, Ningsih & Rosdiana (2019:6) mentioned that student and teachers should be well-monitored, supervised, and guided by their supervising teachers. Eventually, the student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom too. In addition, Nunan (2009: 48) gave an overview of the classroom practices in teaching. He said that "classrooms informed by current views on language pedagogy will involve a change in teaching approach away from a high-structure orientation towards a more low-structure orientation".

In teaching reading, strategy is very important. It is because the good strategy in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depend on the strategy that is implemented by the teacher. Strategy is an action that the teacher takes to obtain the teaching and learning goals. In addition, the strategy can also be defined as a general direction set for the teaching process and its various components to achieve the expected goals. A teacher require to create and use many strategies in teaching reading. For instance, implementing various teaching methods, media, and games in order to stimulate the students interests.

Based on the researcher's observation while conducted Teaching and Learning Practice Program (PPL) at the first grade students of SMA Negeri Inshafuddin, the researcher found that the English teacher at the first grade students in this school manages

the classroom and play her role well even though sometimes she has a problem to manage the students in the class. Furthermore, the way the teacher's managing the class influencing the students' achievement in learning English subject. In addition, the researcher also observed the students atmosphere related to the classroom management, and the researcher also saw the teaching and learning process conducted to the classroom management.

Based on the description above, the researcher was interested in conducting a research about classroom management in teaching English at SMA Inshafuddin. Based on the explanation above, the researcher was interested with the English teacher's classroom management in teaching English. Furthermore, the researcher also wants to know the classroom management applied by the English teacher to make the English teaching learning process easy and fun to learn. Therefore, the researcher will conduct the research entitled "An Analysis of First Grade English Teacher's Classroom Management at SMA Inshafuddin Banda Aceh". The problem in this study are how is the first grade English teacher's classroom management in teaching English, and what are problems faced by the first grade English teacher's in implementing the classroom management.

RESEARCH METHOD

The type of this research is descriptive qualitative research. According to Margono (2010:8) that descriptive method is a method that seeks to provide a systematic and careful with the actual facts and nature of certain populations which aims to solve the current problems and collect data or information to be arranged, described, and analyzed. Based on Sugiyono (2011:8) that qualitative research is the research that analyzes the data related to interpreted data found in field. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner. The writer conducted this research at SMA Negeri Inshafuddin Banda Aceh.¹ It is one of the schools in Kabupaten Simeulue. It is one of the schools in Banda Aceh. The Location of it is at Jl. Mujair No. 1A, Kp. Baru, Baiturrahman, Kota Banda Aceh, Aceh 23116. The subject of the research was the students of X SMA Inshafuddin Banda Aceh in academic year 2020/2021.

The researcher took 30 students of X IPS and an English teacher as the subject of research. In order to get problems or clarify initial topic, a researcher should conduct the data. The researcher do two technique to collect the data namely observation and interview. In analyzing the data, researcher used Miles and Huberman model; data reduction, data display, and conclusion drawing/verification. The researcher used triangulation technique

in order to increase the validity of data. In this study, the researcher used the triangulation of observers to get the validity of data. The triangulation of observers means that there are other observers involved besides the researcher who also examines the results of the data collection. In this research, the researcher took some of her friend to observe and examine the result of the data collection.

RESULTS AND DISCUSSION

In the research finding, the reasearcher describes all the finding of the research that has been discovered for the eight aspects of classroom management. They are physical design of classroom, rules and routines, relationships, engaging and motivating instruction, discipline, teacher talking time, voice management, and physical presence. The research finding is explained as follows:

1) Physical Design of Classroom

Based on the researcher's observation in Class of X IPS, related to the seating arrangement, the English teacher sets the seating arrangement so that the teacher has a clear view of all the students and all the students can see the teacher. She has different seating arrangement depending on the material and the activities in the teaching and learning process. She often used two ways of seating arrangement in the classroom. First, the teacher used orderly rows when the teacher explains the material. The teacher has a clear view of all students and the students also can see the teacher clearly in front of the class. Therefore, it eases the teaching and learning activity since the teacher enable to maintain eye contact with the students. Second, the teacher used separated table when the teacher asked the students to make a small group. When the students sit in the small groups at individual table, it eases the teacher to look at the students' work and help the students' difficulties.

2) Rules and Routines

Based on the reearcher's observation, the teacher established class rules and routines to make teaching and learning running well. The teacher used positive language with general rules. There are some rules established by the teacher such as the students must be on time to come to the class without any dispensasion, the students must be present in the class every day except they are sick. The students must be active in the class while teaching and learning process, and the students are forbid to make a noise. Furthermore, rules with general wording refer generally to many different situations the teacher often said "do your best!", "be a good individual and a good friend!", and "respect others!" , "excellent!" and so on.

On the other hands, routines are also essential for the classroom management. Based on the researcher's observation, there are two aspects of routines in Class X IPS. Firstly, movement routines where it provides students with explicit steps for entering, exiting, and moving in the classroom. The students of Class X IPS always request a permission to the teacher when the students exit the classroom such as when a student went to toilet, then she said that " Miss, I asked permission to go to toilet" or when the students was called by someone to meet in the yard, the students also ask permission. Secondly, lesson running routines designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students should bring to class. The researcher's observation also indicates that the teacher and students follow the rules and routines consistently.

3) *Relationship*

Based on the researcher's observation for the aspect of relationship, the findings are: the the relationship among students and the relationship between teacher and students. The relationship among students is an essential part to provide students with opportunities to have a connection with their classmates. In the classroom, the teacher used team-building activities in which require small group to work together to accomplish a task successfully. This activity promote positive interconnections because the students need to work together to succeed. There are a lot of ways to communicate to students in developing a good relationship between teacher and students both academically and personally. Furthermore, based on the researcher's observation, before the class started, the teacher often gives open-ended questions for the students. The teacher often asks about the students' activities in their house after school, the subjects that the students have been learned, whether or not the students have problem in understanding the learning subject, and so on. This activities aims to increase the students' and teacher's talk.

4) *Engaging and Motivating Instruction*

Based on the researcher's observation, the teacher used laptop and speaker when the teacher made games. The teacher also used whiteboard when the teacher presented the materials. The teacher used it to explain the material, give instruction and give examples of the material. Whereas, the teacher used worksheet that have been provided by the school (LKS) and she made herself when she was giving tasks to the students. The teacher also used textbook and whiteboard to tell the material. Secondly, when give instruction, it is important for the teacher to check that the students have understand what the students are being asked to do. Based on the researcher's observation, it can be achieved either by asking a student to

explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Therefore, the teacher would ask to the students after the teacher told the material. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said "good job" and "gave big applause". This is aimed to motivate students, in order that the students more active in learning.

5) Discipline

Based on observation, to created discipline, the teacher tended to gave a threatment or warn when there were students who did not pay attention to the teacher's instruction. The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students. In addition, the teacher also often give advise for those who commit missbehaviour in the class.

6) Teacher Talking Time (TTT)

Based on the researcher's observation, the teacher is able to minimize the teacher talking time and maximize the students talking time. It can be seen in the teaching and learning process. The teacher tend requires the students to talk, for instance the teacher ask them about their opinion about the topic of the lesson, establish discussion with the students, and so on. Furthermore, the teacher also actively using drills or a conversational activity so that the students have a chance to talk.

7) Voice Management

Based on the researcher's observation, the English teacher's voice is audiblen and all of students in the class can hear her voice. Therefore, when the teacher is explaining or asking the students regarding the learning material, the students does not make a noice for asking the teacher's expalanation because the teacher's voice is audible. Furthermore, the teacher's voice change naturally according to the situation. For example, when the teacher is advising the students because of their missbehaviour, then the teacher tend to raise her voice.

8) Physical Presence

Based on the researcher's observation, the teacher standing in front of students during language presentation to get attention of the students. Furthermore, during activation control, teachers allow the students freedom to carry this stage. The teacher position at a distance from the activity preferably is seated. However teacher is always available when needed.

The Discussion of the Result

1) Physical Design of Classroom

The first aspect of the process of classroom management is the physical design of the classroom. According to Garret (2014:13), that one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. Based on the result of the observation, the teacher of class X IPS class applied various seating arrangement depended on the activities. The teacher set the seating arrangement in orderly rows when the teacher told and presented the material is the whiteboard. Arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom (Fauziati, 2015:83).

In the first observation, the teacher arranges the students' seat in row when she asks students to work in group. This finding was support the theory of Harmer that separate table is useful arrangement for group learning and work. The desks together make it easy for all students in the group to see each other and to discuss. Harmer (2010:41) stated that orderly rows imply teachers working with the whole class.

In the second observation, the teacher asked the students to make pair group. Harmer (2010:42) stated that pair work and group work are possible even when the class is seated in orderly rows, students can work with people next to them or in front of them or behind them. Garret (2014:16) also stated that the advantage of used orderly rows is easy for the teacher to move around and talk with individuals or with pairs. Therefore, the teacher used orderly row to set the students' seating arrangement. However, in the last observation, the teacher arranges the seat in orderly rows. This indicated that the teacher of class X IPS class manages the seating arrangement in various ways depending on the lesson activities according to the material.

2) Rules and Routines

Based on the research finding, the teacher used positive language to create rules. According to Garret (2014:30), The rules using positive language results in a more positive classroom environment overall because it emphasizes good behavior. Rules with general wording refer generally to many different situations the teacher said "be a good friend, do your best, and respect others." On the other hands, routines are also essential for the classroom management. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Garret, 2014:34). Based on the reearcher's observation, there are two aspects of routines in class X IPS.

Firstly, movement routines where it provides students with explicit steps for entering, exiting, and moving in the classroom. The students always request a permission to the teacher when the students exit the classroom such as there is a student will go to toilet, then she said "Miss, I ask permission to go to toilet" or when the students called by someone to meet in the yard, the students also asks permission. Secondly, lesson routines designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students should bring to class. The researcher's observation also indicates that the teacher and students follow the rules and routines consistently.

3) Relationship

Based on the researcher's observation for the aspect of relationship, the findings are: firstly, the relationship among students. The essential part in developing positive interpersonal relationship among the students is to provide students with opportunities to have a connection with their classmate. In the classroom, the teacher used team-building activities in which require small group to work together to accomplish a task successfully. This activity promote positive interconnections because students need to work together to succeed.

Secondly, teacher - students relationship. There are a lot of ways to communicate to students in developing a good relationship between teacher and students both academically and personally. Based on the researcher's observation, before the class started, the teacher often gives open - ended questions for the students. The teacher often ask about the students' activities in their house after school, the subjects that the students have been learned, whether or not the students have problem in understanding the learning subject, and so on. This activities aimed to increase the students' and teacher's talk.

4) Engaging and Motivating Instruction

The fourth aspect of classroom management is engaging and motivating instruction. According to Garret (2014:63) the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. Based on the researcher's observation, there are two steps applied by the teacher in engaging and motivating instruction. Firstly, plan for the necessary materials. The teacher used a laptop and speaker when the teacher make the games. The teacher also used a whiteboard when she presented the materials. The teacher used it to explain the material, give instruction and give examples of the material. Whereas, the teacher used worksheet

(LKS) that have been provided by the school and she made it on her own when she was giving tasks to the students. Besides, the teacher also used textbook to tell the material.

Secondly, while giving instruction, it is important for the teacher to check whether the students have understood what the students are being asked to do. Based on the researcher's observation, it can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Therefore, the teacher would ask the students after the teacher told the material. When the students did not understand, the teacher would repeat it. Besides, she also gave reward by saying "good" and gave a big applause. This aimed to motivate the students, in order that the students be more active in learning.

5) Discipline

The fifth aspect of effective classroom management was discipline, which is defined as both preventing and responding to behavior problems. Haddad (2006:43) stated that to control students' behavior, a teacher should stand close by the students rather than far away. Based on the observation, to build the discipline, the teacher gave a threat or warned them when there were students who did not pay attention to the teacher's instruction. The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students. In addition, the teacher also often give advise for those who commit miss behaviour in the class.

6) Teacher Talking Time

In speaking classroom, however, teachers should ensure themselves to minimize the Teacher Talking Time (TTT) and maximize the Student Talking Time (STT). Based on the researcher's observation, the teacher is able to minimize the TTT and maximize the STT which could be seen in the teaching and learning process. The teacher tend to require the students to talk, for instance when the teacher ask their opinion about the topic of the lesson, establish a discussion with the students, and so on. Furthermore, the teacher also actively used drills or a conversational activity so that the students have a chance to talk.

7) Voice Management

The seventh aspect of classroom management is voice management. Teachers need to be audible. They must be sure that students at the back of the class can hear them just as well as those at the front. In addition, it is important for teachers to vary the quality of their voices and the volume they speak at depending on the type of the lesson and the type of activity (Harmer, 2005:16-17). Based on the researcher's observation, the English teacher's

voice is audible, so all of students in the class can hear her voice. Therefore, when the teacher is explaining or asking the students regarding the learning material, the students do not make a noise to ask the teacher's explanation because the teacher's voice is audible. Furthermore, the teacher's voice change naturally according to the situation. For example, when the teacher is giving advise to the students because of their miss behaviour, then the teacher tend to raise her voice.

8) *Physical Presence*

The last aspect of classroom management is physical presence. The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2010:3) stated that teachers should take care of their physical position and movement during the teaching and learning process. Based on the researcher's observation, the teacher stands in front of students during language presentation to get attention of the students. Furthermore, during activation control, teacher allows the students to carry this stage. The teacher is not only sitting on her chair, but she also checks every student in the class.

The Problems Faced by the English Teacher in Applying Classroom Management

1) *Students' Discipline*

The most dominant problem in applied classroom management is the discipline of the students. According to Garret (2014:77) in a classic study that still provides the foundation for current thinking about preventing discipline problems. Based on the interview, the most dominant factor that influencing the classroom management in the teaching and learning process is students' discipline. The students are lack of discipline in undergoing the rules that have regulated together. The students usually talk to their friends when the teacher is explaining the material. It might disturbed the teaching learning activity.

2) *Students' Habit*

Students' habit is very crucial in teaching and leaning process. It is one of the important aspects of successful teaching and learning process. Based on the finding of the interview, it shows that sometimes the students breaks the rules that have regulated by the teacher. For instance, some of the students often came late to the class while the teaching and learning process is going on. Therefore, the teacher gives them punishment such as translating articles, writing some vocabularies, or deposit some vocabularies.

CONCLUSION AND SUGGESTION

Based on the research finding and discussion, the researcher concludes that there are several aspects of classroom management applied by the English teacher of class X IPS at

SMA Inshafuddin Banda Aceh. They are physical design of classroom, rules and routines, relationships, engaging and motivating instruction, discipline, teacher talking time (TTT), voice management, and physical presence. Based on the result of discussion, most of the aspects of classroom management is implemented very well by the teacher.

Meanwhile, the problem faced by the English teacher of Class X IPS in implementing the classroom management are students' habit and class discipline. The students are lack of discipline in undergoing the rules that have been regulated by the teacher.

There are some suggestions offered in this study are addressed: for the teacher, considering the analysis of English Teacher's classroom management. The teachers should know how to manage a classroom. By applying a good classroom management, the teaching and learning process would provide a good communication between teacher and students in the classroom. Therefore, the teaching and learning process will go well. For the future researchers who are interested in classroom management field and all problems related to classroom management faced by teachers and students may refer to this research. Besides, they may concern to its gap.

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