

The Application of Classroom Management in Teaching English at SMPN 1 Lilirilau

Andi Fitri Rahmasari M

andifitriahmasari@gmail.com

Universitas Negeri Makassar

Amirullah Abduh

amirullah@unm.ac.id

Universitas Negeri Makassar

Maemuna Muhayyang*

maemarasyid@unm.ac.id

Universitas Negeri Makassar

*corresponding author

Abstract

The aim of this research is to highlight the ways of an English teacher managing classroom interaction at SMPN 1 Lilirilau, Soppeng. It utilized a case study research design with one seventh-grade English teacher as the subject of this research. The research instruments were an observation and interview to strengthen the data gain through the observation coming with three qualitative data analysis methods, namely data reduction, data display, and the verification of conclusions. The data analysis found the five key aspects of classroom management were utilized by the teacher in English classroom interaction, namely (1) physical classroom design, (2) rules and routines, (3) teacher-student relationship, (4) engaging instruction, and (5) discipline. The physical design of classroom involves a modified U-shape seating arrangement, fostering interaction; rules and routines emphasize attentive listening, hand-raising, and punctuality, with specific routines for movement and learning process; positive teacher-student relationship contributes to a comfortable class atmosphere facilitated by a number of interactive teaching methods and game-based learning; effective classroom discipline remains a challenge, with unresolved issues potentially disrupting learning. These findings effectively lead the teacher to manage the classroom interactively and to avoid having some disruptive behaviors of the students in learning English as a foreign language.

Keywords: *English teacher, Classroom management, Classroom interaction.*

INTRODUCTION

Managing a class is one of the roles played by a teacher in the learning process in order to create optimal learning conditions and neutralize the situation if there is a disturbing situation in the class during the learning process. For example, the teacher must control the behavior of students who switch class attention, giving rewards to students who complete assignments or can answer the teacher's questions and establish productive group norms or rules. Besides, teachers are required to be able to create and maintain optimal learning conditions and respond quickly to any disturbances that may occur in the classroom during the teaching and learning process. For

example, she must stop the behavior of students who divert the attention of the class, give reward to students who complete tasks or can answer teacher questions, establish rules of the game in group activities and develop good relationships between teachers and students. Therefore, when entering the class, a teacher faces the primary challenge of addressing instructional and classroom management issues with the overarching objective of enhancing the educational quality for students within the class.

Classroom management, while sometimes regarded as the smallest aspect of education, holds a crucial role of comprehensive educational management. It ensures that all individuals can acquire knowledge within a secure and well-structured setting. Effective classroom management enables teachers to maintain student engagement, minimize interruptions, and foster an environment of respect and inclusivity. It is crucial because it fosters a favorable and efficient environment in which students can flourish and achieve their utmost capabilities. Additionally, classroom management is not only related to maintaining the physical environment of the classroom, but also how the teachers are able to create interesting learning activities that help the students understand the material. The teacher should embrace innovation and creativity in their teaching methods, rather than simply presenting material in a monotonous manner and assigning tasks without providing guidance. Furthermore, the quality of learning experiences is influenced by the relationship between teacher and students. A positive relationship builds the creation of situations and conditions in the classroom environment that are conducive for learning so that it has a positive impact on students in learning.

In line with the importance of classroom management, Afriza (2014) conveniently stated that in the classroom, all aspects of the learning process involve teachers, students, curriculum, methods, media, and taught materials determining all learning outcomes in the classroom. Classroom management is carried out with the intention of achieving success and learning objectives that have been set. Dadang et al. (2011) stated that the primary goal of classroom management is to enhance the efficacy and productivity in attaining educational goals. Effective classroom management is a crucial component of a teacher's instruction. When a teacher engages in the process of teaching, it is expected that they possess the ability to effectively manage the classroom environment and establish favorable conditions that facilitate optimal student learning. Learning here means that students are actively doing purposeful activities. At the junior high school (SMP) level, the success of student learning largely depends on the teacher's efforts in facilitating students during the learning process. Therefore, the class should be managed properly, professionally, continuously and sustainably. However, the reality shows that there are still many teachers who are not optimal in managing the class where they teach.

Curiosity regarding classroom management performed by the English teacher for seventh-grade students at SMPN 1 Lilirilau inspires the researchers to investigate her ways of managing classroom coming along with some unavoidable appearances of disruptive students' behaviors, for instance bullying, lack of focus on learning, and other potential challenges that may arise during the teaching and learning processes. It is aimed to simplify the process and make an enjoyable aspect into the learning experiences to improve the quality of teaching English and the students' English competency and proficiency as well. Therefore, one research is addressed to seek for the answers, that is How does the English teacher manage classroom interaction at SMPN 1 Lilirilau?

LITERATURE REVIEW

How Classroom Management is Defined

Based on the literature review, there are several definitions found on classroom management as follows:

- a. Rusydie (2011) defines that the language (etymological) management comes from English which means manage. So, "management" refers to the action or process of managing or administering something. It involves planning, organizing, and controlling activities or resources to achieve desired goals.
- b. Wong (2012) defines that the activities a teacher performs to arrange the students, the classroom, the time, and the materials in order to facilitate student learning are referred to as classroom management. Establishing a social-emotional learning environment and a productive learning context is the responsibility of the teacher. In addition to providing learners with the appropriate content, teachers often give their students extra attention. To accomplish the aims, it is necessary for the teachers to apply their understanding of classroom management.
- c. McCreary (2013) defines that classroom management is the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve. In other words, with the skill in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of the teacher is to make the classroom environment conducive and active in the lesson.

Based on the opinions above, it can be concluded that classroom management is an effort to manage students in the classroom with the aim of creating and maintaining classroom situations or conditions that support the learning program. This involves creating and maintaining student motivation to consistently engage and actively take part in the educational process.

The Objectives of Classroom Management

Classroom management is carried out so that the learning atmosphere in the classroom remains pleasant and in accordance with the plans launched by the teacher in an effort to educate students, as contained in the objectives of education. The management objectives according to Djabidi (2016) are specifically divided into two; they are objectives for students and objectives for teachers. The goal for learners is to encourage learners to develop individual responsibility for behavior and the need to control them. Helping learners to know the behavior that is in accordance with class rules and understand that the teacher's reminder is a warning and not anger. Generate a sense of responsibility to involve themselves in tasks and activities.

The objectives of classroom management for teachers are to develop an understanding of presenting lessons with a smooth opening and appropriate pace, be aware of the needs of learners and have the ability to give clear instructions to learners, learn how to respond effectively to disruptive learner behavior and have more comprehensive remedial strategies that can be used in relation to learner behavior problems that arise in the classroom.

The Effective Classroom Management

Effective classroom management involves five key areas, according to Garret (2014): arranging the physical layout of the classroom, establishing rules and routines, building caring relationships, applying engaging and effective instruction into routine, and handling discipline issues.

a. Physical design of the classroom.

The arrangement of the classroom can either facilitate or hinder certain activities, and teachers should be mindful of the impact it has on their students. The physical setting of a classroom conveys symbolic messages to those who enter, and sometimes these messages may not align with the intended values and beliefs of the teacher. Therefore, it is important for educators to be aware of the messages their classroom environment conveys. The physical design covers aspects like desk placement for students, the teacher's workspace, and the location of learning centers and materials, as well as the positioning of frequently used items.

b. Rules and routines

Classroom rules related to general behavior expectations, whereas routines are task-specific and typically offer guidance on how to perform these tasks effectively, rather than merely aiming to prevent specific behaviors. In order to create a classroom that is useful to learning, routines and regulations are essential components of an effective classroom management strategy. Besides being essential for the general smooth operation of the classroom, routines also teach students how to carry out routine tasks in an orderly and effective way. Without set routines, tasks that should ideally occur seamlessly throughout the day may consume more time, thereby reducing the instructional time available.

c. Relationships

When discussing classroom management, the concept of creating caring connections is sometimes disregarded. Building supportive relationships with students, parents, and other individuals in the classroom is a key function of effective classroom managers.

d. Engaging and motivating instruction

The use of instructional strategies that raise students' motivation and interest in learning constitutes the fourth element of effective classroom management. It is crucial that teachers are aware of the interdependence between successful classroom management and engaging, inspiring instruction. On the other hand, in order for a teacher to deliver a memorable and motivational instruction, there are some issues with classroom management that must be resolved. Effective managers design material that engages students in addition to carefully planning their education in order to ensure that every learning activity is well-organized and functions as expected.

e. Discipline

Discipline is a necessary response from the teacher when a student's behavior disrupts an ongoing educational activity or breaks a rule implemented by the teacher, the school administration, or society at large. Teaching students how to take care of themselves, other people, and everything around them is the goal of setting limitations, enforcing rules, and disciplining them. The primary source of discipline is teacher intervention, which aims to avoid and solve mistakes made by students. Discipline encompasses more than just punishment and the actions teachers take when a student is disruptive. By taking action to avoid being disruptive, teachers can enforce discipline.

Based on the opinion above, the researcher will use the components of classroom management in conducting this research, they are physical design of classroom, rules and routines, relationship, engaging and motivating instruction, and discipline.

METHOD

The utilization of a qualitative method with a case study was chosen by the researchers. According to Bassey (1999), the word "case study" is an extensive term that encompasses the examination of an individual, group, or phenomenon. This research focuses on understanding how the English teacher applies classroom management conducted at SMPN 1 Lilirilau. The instruments utilized to obtain proper and accurate data were observation and Interview guide. According to Miles, Huberman, and Saldana (2018), they stated that the procedure of data analysis in the research is done at the time of collecting data. They stated that data analysis occurs concurrently with the data collection process. Upon obtaining the required data within a specified timeframe, the researcher proceeds to analyze the data using the research instrument. The qualitative data analysis comprises three methods: data reduction, data modeling/data display, and the qualification/verification of conclusions.

FINDINGS AND DISCUSSIONS

The finding of this research reveals the answer of the research question addressed, that is how does the English teacher manage classroom interaction at SMPN 1 Lilirilau? The results of interviews supported by non-participant observation results found that the English teacher manages classroom interaction along with the five aspects of classroom management, namely (1) physical design of classroom, (2) rules and routines, (3) relationships, (4) engaging and motivating instruction, and (5) discipline. These aspects are described in the following lines.

a. Physical design of classroom

The sitting arrangement of the seventh-grade English teacher varies based on the subject matter and the specific activities conducted by employing a U-shaped or semi-circular structure while presenting the subject matter that can be seen in the following extract.

Extract 1 (MD, 4/1/2024)

"...Kemudian yang perlu diperhatikan juga yaitu desain fisik ruang kelas atau penataan tempat duduk. Untuk penataan tempat duduk saya biasa menyesuaikan dengan kenyamanan siswa tau saya juga biasa menerapkan bentuk U. Kenapa bentuk U karena memudahkan siswa melihat guru dengan jelas begitupun sebaliknya saya bisa melihat semua siswa dengan jelas." (Then what needs to be considered is the physical design of the classroom or seating arrangement. For seating arrangements, I usually adjust to the comfort of students; I also usually apply a U-shape. Why the U-shape because it makes easier for students to see the teacher clearly and vice versa, I can see all students clearly).

The extract above simply means that the teacher arranging the students' seats in a U-shape ensures the optimal visibility for both the teacher and the students in front of the class. Moreover, it facilitated instruction by enabling the teacher to maintain direct interaction with the students.

b. Rules and routines

Rules should encompass numerous aspects of conduct encompassing respect such as active listening, treating others with courtesy, and exerting suitable endeavors like exerting one's utmost effort consistently arriving to class well-prepared. The teacher uses an affirmative language and establishes overarching guidelines at the commencement of the instructional session with the students. The advantage of common rules made at the beginning of the classroom is that it helps students feel responsible for their own behavior that can be seen in the following extract.

Extract 2 (MD, 4/1/2024)

"...Peraturan pertama yaitu siswa diminta untuk masuk ke dalam ruangan sebelum guru mereka tiba, serta duduk dengan rapi, sehingga mereka bisa terbiasa disiplin dan siap menerima pelajaran. Kemudian aturan selanjutnya yaitu dalam proses pembelajaran ketika siswa ingin berbicara atau bertanya kepada guru sebaiknya mengangkat tangan terlebih dahulu sebelum berbicara, selain itu siswa juga diajarkan untuk selalu menghormati guru serta teman temannya, tetap fokus belajar meskipun guru tidak hadir atau sedang tidak berada dalam kelas. Siswa juga perlu memiliki motivasi untuk belajar, aktif berpartisipasi di kelas, serta dapat bekerja sama dengan baik saat mengerjakan tugas". "(...The first rule is that students are asked to enter the room before their teacher arrives, and sit neatly, so that they can get used to discipline and be ready to receive lessons. Then the next rule is that in the learning process when students want to speak or ask the teacher, they should raise their hands first before speaking, besides that students are also taught to always respect their teachers and friends, stay focused on learning even if the teacher is not present or is not in the classroom. The students also need to have motivation to learn, actively participate in class, and be able to work well together when doing assignments)."

The extract above figures out that the rules and routines aspect applied in the class is that the students should pay close attention and not make noise or talk to their friends. They need to raise their hand before speaking in class. When the teacher enters the class, students should sit neatly and be on time.

c. Relationship

When the teacher establishes an advantageous connection with the students, she is more inclined to embrace rules and the subsequent learning and disciplinary measures that ensue from transgressions. In the absence of a solid foundation of a positive rapport, the students often exhibit resistance towards the rules and fail to comply with the teacher's instructions that can be seen in the following extract.

Extract 3 (MD, 4/1/2024)

"...Komunikasi antara guru dan siswa sangatlah penting. Siswa diberi kebebasan untuk bertanya tanpa rasa takut. Dengan menjalin komunikasi yang baik dengan siswa bisa membuat mereka merasa nyaman dan memahami materi yang mereka tanyakan dengan baik. Akan tetapi menjalin komunikasi yang baik dengan siswa bukan berarti siswa bisa semena mena dengan guru atau tidak merasa takut dengan kita sebagai guru mereka." "(...Communication between teacher and students is very important. The students are freed to ask questions without fear. By

establishing good communication with students can make them feel comfortable and understand the material they ask well. However, establishing good communication with students does not mean that students can not listen to teacher orders or not feel afraid of us as their teachers)."

The extract above shows that the classroom interaction has a comfortable situation as both the teacher and students have a good relationship with each other during the teaching and learning process.

d. Engaging and motivating instruction

The teacher applies some various learning methods that can increase the students' enthusiasm and interest in learning. To deliver the subject matter well, she must be familiar with the various teaching materials that she must organize before, during and after the lesson, so that she is able to present some interesting and motivating learning activities designed pointed out by the following extract.

Extract 4 (MD, 4/1/2024)

"...Agar siswa lebih responsif dalam proses pembelajaran saya biasanya menerapkan metode tanya jawab sebagai cara utama agar siswa lebih aktif di kelas dan fokus. Menurut saya cara ini membantu memaksimalkan interaksi di dalam kelas, siswa lebih terlibat dalam pembelajaran, dan memungkinkan komunikasi yang lebih lancar antara saya dan siswa." "(...In order to make students more responsive in the learning process I usually apply the question-and-answer method as the main way to make students more active in class and focused. I think it helps maximize interaction in the classroom, students are more engaged in learning, and it allows for smoother communication between me and the students)."

In order to ensure that the students are motivated and actively engaged in learning activities, one of the most important factors is to facilitate the way they participate as proved by the following extract.

Extract 5 (MD, 4/1/2024)

"...Salah satu cara yang efektif bisa dilakukan dengan membuat permainan yang tidak hanya menghibur tetapi juga memberikan pembelajaran yang menyenangkan, atau menggunakan teknik seperti video atau gambar untuk menyampaikan materi pembelajaran. Menjadi guru yang efektif bukan berarti harus selalu serius, bisa juga dilakukan dengan sedikit memberikan hiburan berbentuk permainan. Dan seperti yang kita ketahui bersama siswa memiliki minat dan gaya belajar yang beragam." "(...One effective way can be done is to create games that are not only entertaining but also provide fun learning, or use techniques such as videos or images to convey learning material. Being an effective teacher does not mean you have to be serious all the time, it can also be done by providing a little entertainment in the form of games. And as we all know, the students have diverse interests and learning styles)."

The extracts above simply point out that the teacher to encourage the students' participation in the learning process should interact with the students by using the question-and-answer method. Besides, the most effective context in the learning process to bridge the students' active

involvement, the teacher does not only lead but also engage them through the use of diverse learning media encouraging interactivity in the classroom. One of the media mentioned above is integrating learning with games to meet what the students need.

e. Discipline

Discipline is an effective classroom management aspect conducted by the teacher as the prevention of and response to behavioral problems done by the students in the classroom strengthened by the following extract.

Extract 6 (MD, 4/1/2024)

“...Dari awal saya telah menetapkan peraturan yang telah disepakati bersama, seperti menghormati dan mendengarkan guru, hadir tepat waktu, dan mengangkat tangan sebelum berbicara. Selain itu, saya juga mencoba untuk membuat agar siswa tetap fokus dan terlibat dalam pembelajaran, seperti mengajukan pertanyaan kepada siswa yang mungkin kurang fokus.”
“(…From the beginning, I have set rules that have been mutually agreed upon, such as respecting and listening to the teacher, being on time, and raising hands before speaking. In addition, I also try to keep students focused and engaged in learning, such as asking questions to students who may be less focused)”.

To achieve effective classroom management, it is important to enforce the rules that have been mutually agreed upon from the start. When the students disobey the teacher's instructions, she usually gives warnings or threats. She also tends to approach the students who are unfocused or disruptive to the learning, to give direct attention.

Classroom management is an effort to manage students in the classroom with the aim of creating and maintaining classroom situations or conditions that support the learning program by applying the five aspects of its as described above coming with the following interpretation.

a. Physical design of classroom

The English teacher choosing seating arrangements that are appropriate to the materials and activities to be conducted can be an effective strategy to create a conducive learning environment. She has implemented a modified version of the U-shape seating arrangement, commonly known as a horseshoe or semi-circle, with a variation referred to as a double horseshoe. By arranging students in a U-shape, the teacher ensured optimal visibility for both the teacher and the students in front of the class. Moreover, it facilitated instruction by enabling the teacher to maintain direct contact with the students. According to Garret (2014), the spatial arrangement of the classroom has a substantial impact on the duration of time that teachers allocate to the tasks of student organization, instruction, and the handling of disruptive conduct. According to Jones (2007), the classroom environment has been shown to have the ability to influence and affect student actions. The classroom layout promotes specific tasks while impeding others. The seventh-grade English teacher at SMPN 1 Lilirilau employs the u-shaped instructional approach during classroom instruction. This paradigm facilitates enhanced teacher-student control. The learning and instruction procedure are uninterrupted as the teacher maintains unobstructed visibility over all students.

b. Rules and routines

When the teacher enters the class, the students should sit neatly and not be late. Marzano (2003) suggests that one of the most apparent elements of successful classroom management revolves around establishing and executing classroom rules and procedures. According to Garret (2014), Classroom rules primarily address general conduct, while routines are more task-specific and typically offer guidance on how to complete these tasks, rather than aiming to determine a specific behavior. Routines play a crucial role in maintaining the smooth operation of the classroom. According to Garret (2014), classrooms typically require various routines, and it is vital for teachers to establish and communicate them clearly.

c. Relationship

In the absence of a solid foundation of positive relationships, students often exhibit resistance towards the rules and fail to comply with what the instructor says. The findings from the interviews indicate that the classroom environment is conducive to comfort, as seen by the positive relationships between the teacher and students. Garret (2014) asserts that the interactions among students in a classroom exhibit a substantial impact on the administration of the classroom. The significance of fostering positive teacher-student interactions can be inferred. Establishing positive teacher-student interactions enhances students' cognitive processing and promotes a pleasurable educational experience. McLeod et al. (2003) claim that the notion of cultivating respectful connections frequently serves as the foundation for achieving successful classroom management. The educators cultivate compassionate and nurturing connections with both students and parents, while also fostering constructive interactions among students.

d. Engaging and motivating instruction

Based on the research findings, it was found that in order to encourage student participation in the learning process, teachers may interact with students by using the question-and-answer method. In order to ensure that students are motivated and actively engaged in learning activities, one of the most important factors is to facilitate the way they participate. The most effective context in the learning process is where students are actively involved, and teachers not only lead but also engage students through the use of diverse learning media that encourage interactivity. One of the methods mentioned was integrating learning with games. According to Garret (2014), because students are actively involved, interested, and motivated in the lesson, behavioral problems will be less common in classes with more engaging instruction. Teaching that is both inspiring and engaging helps to prevent behavioral issues before they arise.

e. Discipline

The research findings indicate that teachers frequently employ threats or reprimands as a means of establishing classroom discipline when faced with students who fail to comply with instructions. Teachers also have a tendency to call forth or engage with students who exhibit a lack of concentration during the lecture or who cause disruptions to their peers. It deals with Haddad's (2006) suggesting that a teacher should be in close proximity rather than distant in order to effectively regulate student conduct. Enforcing the regulations that have been mutually settled upon from the beginning is crucial. When students disobey the teacher's instructions,

teachers usually give warnings or threats. Teachers also tend to approach students who are unfocused or disruptive to the learning process, to give direct attention.

CONCLUSIONS

There are five aspects of classroom management applied by an English teacher in the seventh grade of SMPN 1 Lilirilau. There was physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and discipline. The physical design of the classroom consists of seating arrangements. Besides, she has implemented a modified version of the U-shape seating arrangement, commonly known as a horseshoe or semi-circle with a variation referred to as a double horseshoe to have an effective classroom atmosphere facilitating the students' needs with some interactive teaching and learning methods and media.

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