An Analysis of Classroom Management Applied by the English Teachers

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Abstract

This research was aimed to find out the components of classroom management applied by the two English teachers of SMA Negeri 05 Kota Bengkulu and. This study used descriptive quantitative method. The data were collected by using the observation checklist and video recording and the data were analyzed by using four procedures by Nurjanah and Maemunah namely identifying and classifying the data, investigating the data and analyzing the data. The result of this research revealed that, there were 4 of 5 components applied by the teachers A in managing the class; 1) Physical presence, 2) Teacher's voice, 3) Teacher talking time, and 4) Student's grouping. Meanwhile, the student's seating arrangement component did not apply by the teacher A. In addition, there were 3 of 5 components applied by the teacher B such as; 1) Physical presence, 2) Teacher's voice, and 3) Teacher talking time. Meanwhile, student's seating arrangement and student's grouping did not apply by the teacher B. Therefore, it can be concluded that the classroom management applied by the English teachers of SMA Negeri 5 was less variative since the teachers did not apply all components on classroom management.

Keywords**:** Classroom management, English teachers

Introduction

The teacher holds various roles in teaching and learning process. The teacher should be able to establish a positive classroom atmosphere. A positive atmosphere is described as active, motivational and meaningful learning (Delceva, 2014: 52). With a positive classroom atmosphere, the learning process will be achieved and students' achievement will be increased. Indeed, the successful teacher should have good effective

management of the classroom environment to create an effective teaching and a positive leaning. In addition, a good classroom management could create classroom situation to be more conducive. According to Ulfa, et all (2019) classroom management is the teacher's effort to create conducive, comfortable and positive atmosphere in the class. A good classroom management that is applied by the teacher will make the teaching and learning process more orderly and more respectful. Therefore, if the teacher can create a good condition and a positive atmosphere in the class, the teaching and learning can be run orderly and organize.

Furthermore, Khon (2006: 2) also states about the important of classroom management. He said that, if the teacher cannot control or manage their classroom, the most result is chaos class. When the classroom condition is not well controlled, it will affect the students in acquiring the lesson material. It proves that classroom management has a big contribution in the educational world to make orderly and organize classroom environment.

In this research, the researchers conducted this study at SMA Negeri 05 Kota Bengkulu. The reason to conduct this research at that school because that is one of favorite school in Bengkulu City and has some professional teachers and experienced teachers for decades. Furthermore, the researcher also found the difficulties of the teacher in managing his/her classroom, especially the influence of classroom environment and students' behavior and achievement. The student Sometimes comes late into the class, make any noise with the other student in the class and there are some students that do not active during English class while the teacher sometimes only give them an admonition. Therefore, the researcher want to conduct this topic because it is very important both for teacher in create conducive and effective learning process and for the students' achievement and behavior.

There are 2 previous studies related to this research. The first study was carried out by Palupi (2013) entitled "*Classroom Management Applied By The Eighth Grade Teacher In Teaching English In Smp*

Muhammadiyah 1 Surakarta In 2012/2013 Academic Year". He used observation, interview, and analyzing document to collect the data. The result of this study showed that the components of classroom management which are applied are teacher talk, teacher talking time, physical presence, seating arrangement and element necessary in language classroom. The second study was conducted by Mudianingrum, et.all (2019) entitled *"An Analysis Of Teachers' Classroom Management In Teaching English".* This study was aim to describe the classroom management and the use of teaching learning strategy at the eighth grade students in SMPN 05 Kota Serang. The result of this study showed that the teachers applied the classroom strategies from opening to closing activities, used seating arrangement during the teaching learning process, explained the material well, gave motivation, had positive attitude and built the relationship with students.

This research has some differences from the previous research. First, the researcher employs Harmer theory on classroom management to analyze the classroom management applied by the English teachers. Second, this research was conducted at senior high school while the other research was conducted at junior high school level. The last one is, the researcher analyzed two English teachers while the previous studies only analyzed an English teacher. Because of those reasons above, the researcher wants to analyze the classroom management applied by the English teachers. Therefore, the aim of this study was to know the classroom management applied by the two English teachers, whether the English teachers applied all components which suggested by Harmer in teaching and learning process in the class.

Research Methodology

The researchers used descriptive quantitative research. According to Suryana (2010:4), descriptive research is focused to make a systematically and accurately description based on the facts that happen in the field. Meanwhile, quantitative is dealing with number and

measurable (Wade:2009). This research used descriptive method dominantly to described and analyzed the classroom management applied by the English teachers' at SMAN 5 Kota Bengkulu based on Harmer's theory. Meanwhile, the researcher also used quantitative since the researcher need to calculate the data finding before described in words.

The participants of this research were two English teachers who teach at the tenth grade classes of SMAN 5 Kota Bengkulu. The first teacher (teacher A) is a male while the second teacher (Teacher B) is a female. The reason for choosed the two English teachers because they teach at the tenth grade students which the class consists of the new students. Therefore, the teacher must be adjusted their classroom Management to the new students. Furthermore, they have different experiences in teaching English. The first teacher has 23 years of experience while the second teacher has 14 years of teaching. In addition they are also certificated as a professional teacher from the government.

The instruments of this research were observation checklist and video recording. There were ten indicators of observation checklist such as teacher's proximity, teacher's appropriacy, teacher's movement, teacher's awareness, voice audibility, voice variety, voice endurance, teacher talking time, student's seating arrangement and student's grouping. In addition, the researcher didn't do direct observation at SMA 5 Kota Bengkulu because of the *corona virus pandemic* that is still happening in various area, including Kota Bengkulu. Therefore, the researcher only used the previous research videos taken from a fresh graduated student of Bengkulu University. There were totally 3 meetings for each teacher.

In this research, the researcher used inter-rater reliability because this research used more than one rater or coder. ICR is used to determine the consistency of coding result and the result is determined based on the agreement from two or more coder (Budiastuti & Bandur, 2018:200). The researcher used Holsti's method a variation of percentage

agreement. To get an equal percentage agreement, the two coders should have the same sample unit

In collecting the data, the researcher collected all of the videos needed firs and saw the video recording one by one. The researcher transcribed the data based on the video recording. The researcher gave the checklist in the available column before. The researcher identified the data finding into the table form. The researcher analyzed the data finding based on the table form.

In analyzing the data, the researcher used 3 steps cited in Nurjanah & Umaenah (2019:85-86) such as identifying the data and classifying the data in each meeting, investigating the frequency of each meeting and analyzing the data to know the classroom management applied by the two English teachers.

Findings and Discussion

Findings

In this research, the researcher choosed 2 English teachers of SMA Negeri 05 Kota Bengkulu to know classroom management applied. In addition, there were 5 components on classroom management based on Harmer's theory such as physical presence, teacher's voice, teacher talking time, student's seating arrangement and student's grouping. The components were analyzed one by one. The results of observation checklist were shown in the table below:

Table 1 The frequency of classroom management applied by the two
English teachers

Components	TIN	TA			F	P	TB			F	P
		M1	M2	M3			M1	M2	M3		
Physical Presence	18	6	6	6	18	100 %	4	4	4	12	67,7 %
Teacher's Voice	9	3	3	3	9	100 %	3	1	2	6	67.7 %
Teacher Talking time	18	6	5	5	16	89 %	5	4	5	14	77,7 %
Student's seating Arrangement	6	-	-	-	-	-	-	-	-	-	-

Student's Grouping	6	1	1	2	4	66.7 %	-	-	-	-	-

Legenda: TIN: Total item numbers, TA: Teacher A, TB: Teacher B, F: Frequency, P: Percentage, M1/M2/M3: Meeting 1/ Meeting 2/ Meeting 3

The table above clearly showed that not all components were applied by two English teachers. The teacher A applied 4 of 5 components in 3 meetings such as physical presence, teacher's voice, teacher talking time and student's grouping. In physical presence component, the teacher A applied for 18 times with the total percentage was about 100 %. In teacher's voice, the teacher A applied for 9 times with the total percentage was about 100 %. In teacher talking time component, the teacher A applied for 16 times with the total percentage was about 89 %. In student's grouping, the teacher A applied for 4 times with the total percentage was about 66.7 %.

Meanwhile, the teacher B applied 3 of 5 components in 3 meetings such as physical presence, teacher's voice and teacher talking time. In physical presence, the teacher B applied for 12 times with the total percentage was about 67.7 %. In teacher's voice, the teacher B applied for 6 times with the total percentage was about 67.7 %. In teacher talking time, the teacher B applid for 14 times with the total percentage was about 77.7 %

In physical presence, both of two teachers aware about the students do in the class, changed their standing position, made eye contact with different students and could control their distance with the students. In teacher's voice, both of two teacher used loud and clear voice volume during teaching and learning process take places. The teachers also varied their voice volume based on the activity to do. In teacher talking time, the two teachers tended to use English rather than Indonesia when explained th material. In addition, the teachers also translated them into indonesian to make the students more understand about the topic.

However, student's seating arrangement was not applied by two teachers. The students only sat in orderly rows from the beginning until the

end of the class. in addition, the researcher also not found the teachers changed student's seating because the condition of the class could still be controlled by the teachers. When the teacher felt that the students did not pay attention to him, the teacher only gave them a warning. Furthermore, both of two teachers also not used different class grouping in different activities. The students only done the personal task or solowok in each meeting. However, there was a schedule for each class In SMA 5 Kota Bengkulu, which the students worked together as a group in the class and variative.

Discussion

This study reveals that, not all components applied by the two English teacher of SMA Negeri 05 Kota bengkulu on classroom management which suggested by Jeremy Harmer . The finding indicated that the teacher A only applied 4 of 5 components such as physical presence, teacher's voice, teacher talking time and student's grouping. Meanwhile, teacher B only applied 3 of 5 components such as physical presence, teacher's voice and teacher talking time. It might be happened because the different experiences between two teachers in teaching English. It also supported by Darmini (2012:8), he said that experience is one of the factors that influence teacher's performance in carried out his duties as a teacher. In addition, it might be happened because the researcher only used previous research video which the video mostly focused on teacher and not all conditions and students activitis were recorded in the video.

However, all finding above has similarity by Palupi (2013), which used Endang Fauziati theory about classroom management. He found that the teacher used physical presence, teacher talking time and teacher talk. He also found that, the teacher tried to handle some problems happen in the class and create positive atmosphere in the class. It might be happened because those components were often used by the teachers.

Furthermore, in student's grouping, both of two teachers not applied this kind of component. It might be happened because It might be

happened because the teachers already started the new material and only focused to explain the material to the students. Therefore, the students only listen to their teacher and did not do pairwork or groupwork in each meeting in the class. Student's grouping is very important to make the students take their own learning decisions and give the chance for greater independence. It also line with Harmer (2007), if the teacher not at all applying student's grouping, the students tends to being passive during teaching and learning process. However, the teachers of SMA Negeri 05 Kota bengkulu tried to make the students to be active in the class such as allowed them to perform in the class.

Compare with this research, it was different from the previous research by Mudianingrum, et.all. (2011). Based on them observations, the teacher applied the different class grouping. The teacher asked the students to work in group of 4-5 and the students choose to make a group with their friends who sat behind them. It happened because the teacher was good in making classroom attractive and applied different class grouping.

In student's seating arrangement, the teachers also not applied this kind of component. Both of two teachers only used orderly rows from the beginning until the end of the class. It might be happened because the student's activities only listen to the teacher about new material and done personal task. According to Harmer (2007), he said that orderly row allowed the teacher to be able to watching the students' task and making personal contact with them. This research has similarity from previous study by Palupi (2013), he found that the teacher only used orderly rows to help the teacher to see all students in the class.

In short, the classroom management applied by the English teachers of SMA Negeri 05 Kota Bengkulu was less variative because the teachers did not apply all component which suggested by Harmer (2007). However, the classroom situation become conducive since the students did not have any problems in the class. It also supported by Harmer (2007) , he said that successful classroom management also involves being to deal with difficult situation while to manage classroom

effectively the teachers have to be able to handle a range of problems happened in the class.

Conclusion and Suggestion

Conclusion

Based on the result from previous chapter, the researcher concluded that there were 4 of 5 components that applied by the teacher A such as physical presence, teacher's voice, teacher talking time and student's grouping. In addition, there were 3 components that applied by teacher B such as physical presence, teacher's voice and teacher talking time.

However, not all aspects of each component were applied by the teachers because the teachers mostly explained the new material. Therefore, the classroom management applied by the English teachers of SMA Negeri 05 Kota Bengkulu was less variative because the teachers not applied all components which suggested by Jeremy Harmer.

Suggestion

For teachers

The teachers should have a good knowledge about classroom management and varies their classroom management as good as possible which has suggested by Jeremy Harmer.

The further researchers

For the further researchers, there are some suggestions or recommendation who wants to conduct this study under the same topic. The further researcher would better to use more than 2 participants in different grade or conducted this study on the other level such as junior high school or university. In short, the further researcher can increase the number of participants in different grade or school level in order to get many data finding.

The further researcher can also use K13 about classroom management theory that has more specific characteristics to be applied

especially in Indonesia country. In addition, the further researcher may use interview as instrument to get more detail information.

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