



## THE CLASSROOM MANagements APPLIED BY THE ENGLISH TEACHERS BASED ON CURRICULUM 2013

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### KEYWORDS

Classroom Management, Curriculum 2013, English Teacher

### ABSTRACT

The objective of this research was to investigate the classroom managements based on curriculum 2013 applied by the English teachers of SMP Negeri 9 Kota Bengkulu in the academic years 2021/2022. The subjects consisted of three English teachers that were; teacher A (Female), teacher B (Female), and teacher C (Male). This research utilized descriptive qualitative method. The data were obtained by the observation checklist and interview guideline. The results of this study displayed those three English teachers applied 10 of 10 the components of classroom management curriculum 2013, but the teachers did not apply all the features. Teacher A dominantly used 3 of 10 components there were; 1) Teacher Feedback, 2) Teacher Wardrobe and 3) Adjusting the Material with The Students' Learning Ability, with the total of all component's percentage 73.4%. Teacher B also dominantly used 3 of 10 components such as; 1) Teacher Voice, 2) Time Management and 3) Teacher Wardrobe, with the total of all component's percentage 73.4%. In contrast, teacher C dominantly applied 4 of 10 components there were; 1) Teacher Feedback, 2) Students' Talking Time, 3) Teacher Wardrobe and 4) Adjusting the Material with The Students' Learning ability, with the total of all component's percentage 80%. In conclusion, three English teachers applied all the components of classroom management, but they did not apply all the features.

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### KATA KUNCI

Pengelolaan Kelas, Kurikulum 2013, Guru Bahasa Inggris

### ABSTRAK

Tujuan dari penelitian ini adalah untuk meneliti pengelolaan kelas yang diterapkan oleh guru Bahasa Inggris SMP Negeri 9 Kota Bengkulu pada tahun ajaran 2021/2022. Subjek penelitian terdiri dari tiga guru Bahasa Inggris yaitu; guru A (Wanita), guru B (Wanita) dan guru C (Laki-Laki). Penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh menggunakan observasi ceklis dan panduan wawancara. Hasil penelitian ini memaparkan bahwa tiga guru Bahasa Inggris SMP Negeri 9 Kota Bengkulu menerapkan 10 dari 10 komponen pengelolaan kelas kurikulum 2013, tetapi ketiga guru tidak menerapkan semua fitur. Guru A dominan menggunakan 3 dari 10 komponen yaitu; 1) Umpan Balik Guru, 2) Pakaian Guru, serta 3) Menyesuaikan Materi Sesuai dengan Kemampuan Belajar Siswa, dengan total persentasi semua komponen 73.4%. Guru B juga dominan menggunakan 3 dari 10 komponen yaitu; 1) Suara Guru, 2) Pengaturan Waktu, dan 3) Pakaian Guru, dengan total persentasi semua komponen 73.4%. Sebaliknya, guru C dominan menerapkan 4 dari 10 komponen yaitu; 1) Umpan Balik Guru, 2) Waktu Siswa Berbicara, 3) Pakaian Guru, dan 4) Menyesuaikan Materi dengan Kemampuan Belajar Siswa, dengan total persentasi semua komponen 80%. Kesimpulannya, ketiga guru Bahasa Inggris menerapkan semua komponen pengelolaan kelas, tetapi mereka tidak menerapkan semua fitur.

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### INTRODUCTION

A teacher is the control center of learning and teaching activities in the classroom. Teacher controls on building a learning atmosphere in the classroom and the class management as well. A teacher has the option to build up a positive

atmosphere in the classroom. As stated by Davis (2018:1), dealing with the class is a basic piece of teaching process. It is about how to build up the classroom management situation. Hopefully, in a positive classroom situation, the learning system will complete successfully and develop well. A good classroom atmosphere greatly affects the learning and teaching process in the classroom.

Based on Wong and Wong (1998), classroom management is the process that the teachers should do towards two finishes. Specifically, teachers should encourage students' inclusion and collaboration in classroom exercises. Classroom management is teacher approach to oversee or control their students from the start until the finish of the class. A good classroom management applied by the teacher will make the teaching and learning more systematic and more conscious.

In this research, the researchers used classroom management curriculum 2013 based on Permendikbud No. 65 Tahun 2013. It has ten specific items of classroom management such as student's seating arrangement, teacher's voice, teacher's talking time, creating a good atmosphere and condition in the class, teacher's feedback, explaining the syllabus to the students, time management, student's talking time, teacher wardrobe, and adjusting the material with students learning ability. Therefore, classroom management curriculum 2013 can describe more detailed about classroom management.

The researchers focused on the research at SMP Negeri 9 Kota Bengkulu. The researchers choose this school because this school has "A" accreditation in Bengkulu city and include one of the schools located in the town. The subject of this research are English teachers namely three English teachers at SMP Negeri 9 Kota Bengkulu. They are two female teachers teaching at 8<sup>th</sup> grade and 9<sup>th</sup> grade and one male English teacher teaching at 7<sup>th</sup> grade. This research analyzed how the teachers oversee or control his and her students in the class by classroom management curriculum 2013. The researchers used classroom management curriculum 2013 based on Permendikbud No. 65 Tahun 2013.

There are two previous studies that related to this research. The first study was written by Sari (2020) entitled "*An Analysis Classroom Management Applied by The English Teacher of SMA Negeri 5 Kota Bengkulu in Academic Year 2019/2020*". The results of this research showed that there were 3 components of classroom management applied by two English teachers. It consisted of physical presence, teacher's talking time, and teacher's voice.

The second study by Wulandari (2019) entitled "*Classroom Management Employed by The English Teacher SMP Negeri 7 Jember*". In this thesis, the researcher used observation checklist and used Brophy's theory. This study focused on organized physical design, established rules and routines, developed relationships, implemented and managed instruction, and addressed discipline issues.

Based on the explanation above, the researchers wants to find out what classroom management and the dominant components of classroom management curriculum 2013 applied by the English teacher especially focused at SMP Negeri 9 Kota Bengkulu.

## **METHODS**

### **Participants**

In this research, the researchers utilized a descriptive qualitative method. Descriptive is engaged in a deliberately and precisely depiction dependent on the realities that occurred in the field. It implies that the exploration information has to compose logically, so the information will depict precisely. According to Bogdan and Bikle (1982) stated that descriptive qualitative is an exploration in which researchers try to find out the nature of connections, exercises, circumstances, or materials. So that the researchers utilized descriptive qualitative design to describe how the teachers at SMP Negeri 9 Kota Bengkulu oversee and control their classroom management based on curriculum 2013. The subjects of this research were three English teachers which located at SMP Negeri 9 Kota Bengkulu. They were female (Teacher A and Teacher B) and male (Teacher C). There were six meetings in this research. Each teacher has two meetings and taught at different class.

### **Instruments**

The researchers used observation checklist and interview as the instrument of the research. There were 10 components of classroom management and 32 features. The observation checklist and interview guideline utilized content validity to make sure the validation of the instrument. The content validity used a lecturer of the University of Bengkulu as an expert judgment.

### **Data Analysis Procedures**

To collect the data researchers conducted observation directly at SMP Negeri 9 Kota Bengkulu through face to face learning. To analyze the data, the researchers used 3 stages based on Nurjanah and Umaenah (2019:85-86) namely identified and classified the data, investigated and analyzed the data. The researchers identified the data by looking at the type of activity based on the observation checklist by Curriculum 2013. The observation checklist was classified based on classroom management curriculum 2013 using the formula developed by Khurotulaeni (2019:20). After filled the observation checklist, the researchers interview three English teachers one by one. There were 10 questions of interview questions. To record the results of interview the researchers used voice recorder.

## **FINDINGS**

There were three English teachers that have code which consisted of Teacher A (TA), Teacher B (TB), and Teacher C (TC). Based on the data that has been obtained, the accumulation the results of this research was presented in the table below:

Table: 1 The Accumulation of Classroom Management Curriculum 2013 Applied by Three English Teachers of SMP Negeri 9 Kota Bengkulu

No	Component	Total of Item Number	TA		F	P	TB		F	P	TC		F	P
			M1	M2			M1	M2			M1	M2		
1.	Students' Seating Arrangement	4	-	1	1	25%	1	-	1	25%	1	1	2	50%
2.	Teacher's Voice	6	2	2	4	66.7%	3	3	6	100%	2	3	5	83.4%
3.	Teacher's Talking Time	12	4	5	9	75%	5	5	10	83.4%	5	4	9	75%
4.	Creating a Good Atmosphere & Condition in The Class	6	2	2	4	66.7%	1	2	3	50%	2	2	4	66.7%
5.	Teacher's Feedback	6	3	3	6	100%	2	2	4	66.7%	3	3	6	100%
6.	Explaining The Syllabus to The students	6	2	2	4	66.7%	1	1	2	33.4%	2	1	3	50%
7.	Time Management	6	2	-	2	33.4%	3	3	6	100%	1	3	4	66.7%
8.	Students' Talking Time	6	2	3	5	83.4%	2	3	5	83.4%	3	3	6	100%
9.	Teacher Wardrobe	6	3	3	6	100%	3	3	6	100%	3	3	6	100%
10.	Adjusting The Material with Students' Learning Ability	6	3	3	6	100%	2	2	4	66.7%	3	3	6	100%
<b>TOTAL</b>		<b>64</b>			<b>47</b>	<b>73.4%</b>			<b>47</b>	<b>73.4%</b>			<b>51</b>	<b>80%</b>

**Legenda:** TA: Teacher A, TB: Teacher B, TC: Teacher C, F: Frequency, P: Percentage, M1/M2: Meeting 1/Meeting 2

Based on the table above, it can be seen teacher A (TA) applied classroom management curriculum 2013 namely 10 of 10 components of classroom management 2013. But, the most component that often applied by teacher A (TA) just only 3 components of classroom management curriculum 2013. They are teacher feedback, teacher wardrobe, and adjusting the material with students' learning ability. Three of

the components have 100% percentage. It applied by teacher A (TA) mostly for 6 times. In students' talking time mostly 5 times applied by teacher A (TA) with the total of percentage 83.4%. In addition, in teacher's talking time section teacher A (TA) only applied 9 times with the total of percentage was about 75%. In creating a good atmosphere, explaining the syllabus to the student, and teacher's voice only 4 times applied by teacher A (TA). The total percentage all of them was about 66.7%.

The lowest percentage and the seldom component applied by teacher A (TA) were students' seating arrangement and time management. In time management, teacher A (TA) did not apply all of the components, she only applied 2 times. In other word, the percentage of time management was about 33.4% percentage. Likewise, in students' seating arrangement teacher A (TA) only applied 1 time with the percentage was about 25%. Hence, the total of the frequency each of components applied by teacher A was about 47 times. The total of percentage by teacher A (TA) was about 73.4%.

In other hand, teacher B (TB) applied 10 of 10 components of classroom management curriculum 2013. But, the most dominant of classroom management curriculum 2013 applied by teacher B (TB) only 3 components. There were teachers' voice, time management, and teacher wardrobe which total of percentage was about 100%. In teacher voice session, teacher B (TB) applied 6 times of teacher voice component. Next, time management and teacher wardrobe was about 6 times applied by teacher B (TB). In other side, there were teacher talking time and students talking time with the total percentage was about 83.4%. In teacher talking time, teacher B (TB) was applied 10 times.

In students talking time was about 5 times. Likewise, in teachers' feedback and adjusting the material with students' learning ability the total of percentage 66.7%. Both of them were applied by teacher B (TB) was about 4 times also. In addition, creating a good atmosphere and condition in the class only 50% of percentage with 3 times by teacher B (TB). The lowest percentage of classroom curriculum 2013 applied by teacher B (TB) were students' seating arrangements and explaining the syllabus to the students. In students' seating arrangement only 25% of percentage that was applied only 1 time. Meanwhile, explaining the syllabus to the students only 33.4% that was applied only 2 times of meeting. So that the total of frequency used each of component applied by teacher B was about 47 times with the total 73.4% percentage.

In other case, teacher C (TC) was applied 10 of 10 components of classroom management curriculum 2013. But, the most dominant component t applied by teacher C (TC) only 4 items. It consisted of teacher's feedback, students talking time, teacher wardrobe, and adjusting the materials with students' learning ability. The total percentage of them was about 100% with 6 times of frequency. Next, 83.4% percentage for teacher's voice by teacher C (TC) with the total frequency was about 5 times applied by teacher C (TC). In other hand, teacher's talking time by teacher C (TC) only applied 9 times with 75% percentage.

In creating a good atmosphere and time management the total of percentage was about 66.7%. Teacher C (TC) did not apply all aspects of the component. He only

applied 4 times for both of components. Last, the lowest percentage of components was students' seating arrangement and explaining the syllabus to the student. The total percentage both of them only 50% percentage. Teacher C (TC) only applied 2 times in students seating arrangement and 3 times in explaining the syllabus. So that the total of frequency was about 51 times with 80% percentage.

The results of interview by the participants were the student seating arrangement is not really needed, because in new normal area you have to follow school regulations. Where the students must sit in their respective chairs and maintain the distance according to the health protocols. However, the use of groups is still carried out according to class activities. In teacher's voice must be heard loud and clear, besides that the teacher can also varies the voice according to the situation. In teacher's talking time the teacher can give clear directions to students, besides that the use of L1 and L2 is balanced. In addition, the teacher's ability to use pronunciation in explaining the material is also needed. In creating a good atmosphere, the use of games is very important so that the learning atmosphere is not monotonous, but must still be in accordance with the material presented by the teacher. In teacher's feedback, the teacher as a motivator in the class must be able to master the class and appreciate the actions of students. In explaining the syllabus, basically the three teachers only explain at the beginning of the semester while making an MOU (Moment of Understanding) with students. In student's talking time, the teachers provide opportunities for students to think, ask questions, and communicate effectively. In addition, as a role model, maintaining appearance is the most important thing.

## **DISCUSSION**

Based on curriculum 2013 (Permendikbud No.65 Tahun 2013), there were 10 points of classroom management that have to apply. Three of English teachers applied all components of classroom management curriculum 2013. Although they have been applied all the components, the researchers found there were the lowest percentage in the component by three of English teachers. In short, every teacher has different experiences in teaching. In addition, each also has class situations and conditions which of course have different characteristics of students. Therefore, there was differences classroom management adapted by the teacher in each class. As well as students' seating arrangements, the researchers found that in both meetings the three English teachers applied student seating arrangements only if there were problems during learning. For example, when there were students who are noisy. The teacher moved the students' seats from sitting at the back to being in front.

Meanwhile, the seating arrangement based on the activity was not carried out by the three English teachers in the two meetings. It can be occurred, because the material did not need students' grouping. Three of teachers only focused to explain the material. So that there was not students' seating arrangement. Besides, the situation was still in Covid-19. So that students sit solo work and keep their distance by health protocol. It occurred to comply new normal regulations. Thus, students' seating arrangements is the lowest component percentage applied by three of English teachers.

In teacher voice, only teacher B (TB) that has 100% of percentage. On the other hand, Teacher A (TA) and teacher C (TC) did not set and varies teacher's voice based on the classroom activity. During learning activity, they only focused to explain the material. Even though, based on curriculum 2013 (Permendikbud No.65 Tahun 2003) states variety of teacher's voice is one of the important component. Because it could help students in understood the material that they got. So that there were differences in students' perspectives on understood in depth material.

In teacher's talking time, three English teachers mostly used Bahasa Indonesia rather than English. In line with previous study by Sari et al (2020), teacher talking time is one of important part in classroom management. Therefore, teaching English using L1 was not a problem. This was certainly very good to help students understood in learning. For example, to clarify the meaning of words. In addition, students of SMP Negeri 9 Kota Bengkulu are currently going through a transition period from the online system back to the face to face system. It might be happened, because as part of student adjustment. It also reinforced by Habibi et.all (2017), states using simple and understandable language is another rule of the classroom management program.

In creating a good atmosphere, mostly three English teachers did not use games during learning process. Actually, using games while studying is a great way to build a good classroom atmosphere. The goal is that the learning atmosphere is not too rigid or monotonous. For example, three English teachers slipped funny humor during the learning process. So that the learning atmosphere is not tense and students feel more comfortable. In teacher's feedback, teacher A (TA) and teacher C (TC) that only applied it all. Meanwhile, teacher B (TC) did not apply it all. Basically, feedback could be in the form of giving practice to students. Teachers give praise to students as motivation is one form of feedback. Teachers also provide motivation to students, both at the start of the lesson and at the end of the lesson.

Feedback was certainly very influential on the extent to which students understood the material. Teachers justifies the wrong answer is also included in the form of feedback. It supported previous study by Apriani (2019), argue giving feedback could make sure the students understood what did teacher means. In addition, giving feedback consist of two contents namely to assess and to correct the students. In other case, explaining the syllabus to the students is one of the lowest component applied by three English teachers. Mostly, three English teachers did not explain the syllabus at the beginning of study. They just only explained the activity that will do and some class policies. It might be occurred, because usually the teacher only explained the syllabus at the beginning of the semester.

In time management, only teacher A (TA) and teacher B (TB) applied it all. Teacher C (TC) came late to the class in one meeting. It can be occurred due to several factors, for example, teacher C (TC) class was delayed because there were still other teachers teaching in the class. In addition, time management not only about whether the teacher come on time, or the teacher did not exceed the class time, or about started the lesson also on time. But, it also about how the teacher managed the time of primary activity, while activity, and closing activity. It also supported by Garrett (2014), he said that good time management in classroom consists of three activities, namely before a lesson, during a lesson, and after a lesson.

Next, students' talking time is one of the components mostly apply completely by three English teachers. Teacher B (TB) and teacher C (TC) did not apply students talked actively during session in one meeting. It might be happened influenced by several factors such as the level of understanding of students, learning activities that are less fun, teachers talk too much, and students are not given the opportunity to interact. Therefore, this is the role of the teacher in forming students who are brave in expressing their opinions in the subject matter. According to (Permendikbud No.65 Tahun 2013), curriculum 2013 focuses more on learning activities in the student center. Especially to express students' opinions or speaking in front of the class, think critically, and dare to argue. On this occasion the teacher gives students the opportunity to master the class in learning activities.

In teacher wardrobe, three English teachers applied all features. Based on the observation and interview session that have done by researcher, the researcher found that teachers' appearance is the most important thing. Teachers as role models at school and in the classroom must provide a good model.

In other case, teacher A (TA) and teacher C (TC) applied adjusting the material with students' learning ability. Both them provided variations in learning method. They combined learning method to press students' comprehension ability. Such as teacher A (TA) used direct method and discovery learning. While, teacher C (TC) combined directed method and grammar translation to explain the meaning. In contrast with teacher B (Tb), she did not apply it. She did not combine the learning method. She only focused on students' speaking skills. But, three English teachers gave chance to students to interact. In addition, during the lesson activity students could answer teacher's questions. It reinforced by Richard and Rodgers (1986), they argued the role of teacher will reflect their method and approaches in teaching activity. Of course, it will influence students' learning ability.

Briefly, although all the teachers did not apply all the features maximum completely, but they have been applied 10 of 10 components of classroom management suggested by curriculum 2013 (Permendikbud No.65 Tahun 2013).

The differences in the components applied by three teachers can be occurred due to several things, both from internal and external factors. For example, internal factors, the three teachers certainly have different teaching experiences, different learning patterns, and different teaching methods. Besides, the teacher's mood when giving feedback to students. External factors also influence, such as different class situations, different student responses in each class.

In other case, compare with this research and the previous study by Sari (2020), this research used classroom management based on the curriculum 2013 in accordance Permendikbud No. 65 Tahun 2013. While, previous research refers to Harmer's theory. The data collection process was carried out by observation checklist and interview guidelines. Whereas in the previous study, only utilized the observation checklist was adopted by harmer's theory and video recording.

Besides that, different situation also constructed the classroom management by the teachers. In this research, the researcher conducted observation directly. This difference was so significant, considered that school activities have been carried out face to face learning activity. Even though they are still in an atmosphere of new normal. In addition, the previous research was conducted in senior high school, while in this study was conducted in junior high school.

Compare with the previous study by Wulandari(2019), the researcher used observation checklist and used Brophy's theory. The classroom management only focused on the way how the teacher organized physical design, established rules and routines, developed relationships, implemented and managed instruction, and addressed discipline issues

Briefly, the classroom management by three English teachers of SMP Negeri 9 Kota Bengkulu was quite good due to they have been applied 10 of 10 all the components. Even though they did not apply all the features suggested by curriculum 2013.

## **CONCLUSIONS**

Based on the observation and interview that have done by researcher, the researchers conclude that three English teachers applied 10 of 10 components of classroom management curriculum 2013. But, they did not complete all the features. Teacher A (TA) fully applied only 3 components of classroom management curriculum 2013. There were 1) Teacher Feedback, 2) Teacher Wardrobe, and 3) Adjusting the Material with Students' Learning Ability. With the total of components frequency applied by teacher A (TA) was 73.4%. Similarly, teacher B (TB) fully applied 3 components of classroom management curriculum 2013. They were 1) Teacher's Voice, 2) Time Management, and 3) Teacher Wardrobe. The total of components frequency applied by teacher B (TB) was 73.4%.

In contrast, teacher C (TC) fully applied 4 components of classroom management curriculum 2013. There were 1) Teacher Feedback, 2) Students' Talking Time, 3) Teacher Wardrobe, and 4) Adjusting the Material with Students' Learning Ability. The total of components frequent applied by teacher C (TC) was 80%. Briefly, classroom management applied by three English teachers of SMP Negeri 9 Kota Bengkulu have been applied all the components, although they did not apply all the features.

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