

# Teachers' Strategies to Create Effective Classroom Management in English Teaching at SMP Negeri 1 Bantaeng

Nurul Azizah Amiruddin<sup>1</sup>, Baso Jabu<sup>2\*</sup>, Amirullah Abduh<sup>3</sup>

<sup>1,2,3</sup>English Education Department, State University of Makassar, Indonesia

\*Corresponding E-mail: [basojabu@unm.ac.id](mailto:basojabu@unm.ac.id)

## Abstract

This research was descriptive qualitative research that aimed to describe teachers' strategies to create effective classroom management, to find out the challenges faced by the teacher in classroom management and to analyze the effective classroom management applied in English Teaching at SMP Negeri 1 Bantaeng. An English teacher and the VIII grade (VIIIC class) students at SMP Negeri 1 Bantaeng served as the study's subjects. For this study, observation, interviewing, and documentation served as the data-gathering methods. The study's findings demonstrated that the teacher's strategies to create effective classroom management were classified into five categories. Specifically, the physical design of the classroom, which includes the seating arrangement, rules and routines, relationship between teacher and student, engaging and motivating instruction, and discipline. The challenges faced by English teachers were classroom facilities and student discipline. From this research, it can be concluded that the strategies created by English teachers are quite good and effective. Where teachers provide a comfortable and positive learning environment and are able to foster good interactions with students so that students can learn in class enthusiastically.

Keywords: *Teacher, Strategies, Classroom, Management.*

## 1. Introduction

English is one of the most important and needed languages in today's global era. In Indonesia itself, English is becoming the most popular foreign language to be included in the curriculum and is a subject in every school and university. Many students believe that learning English is the most challenging topic. Therefore, the teacher's job is to provide a positive learning environment in the classroom process can be channeled properly to students. Teachers can apply several components so that learning runs effectively. The administration of the classroom is one of the components. Classroom management is defined as the attitude of a teacher to manage students, space,

time, and materials. (Cooper, 2011) states another What is classroom management, namely the activities of a teacher creating a sense of care, respect, and a productive learning environment.

Classroom management is a technique in managing the classroom, which aims to help students spend time learning, and reduce activities that are not goal-oriented. However, in classroom management, there are problems experienced by teachers, namely how they manage the class, if class management is wrong, it will result in teachers and students in the class (Huth, 2015). Currently, there are several problems things take place in the classroom, while the students are learning and

instructing such as the problem with the teacher himself, that in addition to the teacher mostly using textbooks to discuss the material, then only being tied to one teaching method, student discipline is also a major problem. This is also supported by (Setyowati, 2017) According to her study, classroom management is a common issue that includes classroom discipline. When the teacher was explaining the material, not a few students also talked with their friends. As for another study which also investigates how in vocational programs in Indonesia, English master teachers employ teaching and classroom management techniques and what impact it has on students. They expressed their concern about the pupils' behavior in class, especially when they were disruptive and several slept off. (Rido, A., Nambiar, R.M., and Ibrahim, N, 2016).

## **2. Literature Review**

### **2. 1. Teachers' Strategy**

Teachers are crucial to classroom management. (Harmer, 1998), stated that the character of excellent instructor is one who is able to make their teaching interesting to prevent pupils from becoming bored or sleepy while studying. (Ahmadi, 2005), provides a statement regarding strategy that strategy is the main step to achieve a goal. In English class, a teacher must certainly have the strategy and methods that are very likely to be able to manage their class effectively. Strategy is defined as an energy, hard work that is done consciously and seriously, and also a total effort with the aim of achieving certain targets. (Webster).

### **2. 2. Teaching English**

"Teaching means a process by Giving instructions, directing someone to acquire something, imparting information, or otherwise causing someone to know or comprehend(Brown, 2000). Meanwhile, according to Brown who provides another definition that "Guidance, facilitation, learning, helping pupils to learn, and creating favorable learning environments are all parts of teaching"

(Brown, 2000). That is, in addition to the teacher providing facilities In the classroom, the instructor also plays a crucial role in directing students' learning and teaching processes and motivating students to understand the lesson.

## **2. 3. Classroom Management**

Classroom management is a process that describes teaching and learning situations that can run well and smoothly without any disturbance by students in delivering instructions. Many teachers focus on good classroom management. Which means that classroom management includes creating an effective school environment to be implemented so that students can be involved in the success of their learning goals. In this case, teachers are required to be able to understand all forms of characteristics, level of understanding and abilities of students, what their learning model/style is so that teachers can easily choose what kind of method is appropriate to apply.

## **2. 4. Effective Classroom Management**

According to (Garret, 2014), there are 5 key areas:

- a. Physical Design of Classroom.
- b. Rules and routine
- c. Relationship
- d. Engaging and motivating instruction
- e. Discipline

## **3. Research Methodology**

### **3. 1. Research Design**

The study used of descriptive and qualitative design to describe the problems and research focus. Qualitative methods are steps to obtain descriptive data consisting of words and pictures. This is also expressed by Lexy J. Moleong, that in the qualitative method, the data used are in the form of words and images rather than statistics. The approach utilized to gather the data is a descriptive analytical method intended to learn more about the strategies made by the English teacher at SMP

Negeri 1 Bantaeng to create effective classroom management.

### **3. 2. The Setting of Study**

This study was carried out from March to April 2023 at SMP Negeri 1 Bantaeng. The subject of this research was an English teacher and 6 students of VIIIc class.

### **3. 3. Techniques of Data Collection**

The data were collected through observation, interview and documentation.

#### **a. Observation**

Walgitto (2001) Qualitative observations are observations by making field notes about how a person's behavior and activities are at the research location. In other words, the researcher watched the instructor conducted the teaching and learning process in the classroom and try to identify any phenomena or activities that occur throughout the learning process.

#### **b. Interview**

The researcher conducted the interview with an English teacher and 6 students of eighth grade of SMP Negeri 1 Bantaeng used the question guide that the researcher had prepared before. In order to confirm the data had been obtained, the researcher interviewed them using an audio recorder.

#### **c. Documentation**

Documentation is a collection of data in the form of notes, photos or video recordings that are needed related to the object studied in the field. Documentation is used by the researcher to find information about how the activities of the learning process take place.

### **3. 4. Techniques of Data Analysis**

#### **a. Data Reduction**

In the process of collecting data, the researcher conducted interview with an English teacher at SMP Negeri 1 Bantaeng. So, researcher can

determine the appropriate data to be used in the research.

#### **b. Data Display**

The researcher attempts to assemble pertinent data in this stage from cases or events that have been studied in the field. This approach is connected to the methodology employed by the researcher, namely the qualitative descriptive technique, in that the information acquired is then concluded and has significance to address the issue.

#### **c. Verification/Conclusion**

Researcher provide accumulation and formulate interpretations of observations. What researcher can draw conclusions from this study, depends on how the evidence in the field is real.

## **4. Findings**

### **4. 1. The Way of Teacher in Creating Effective Classroom Management**

#### **a. Physical Design of Classroom**

In this case, the instructor used 2 forms of seating arrangement according to the learning material/method being taught, namely orderly rows and separate tables. In the first observation which was carried out on Thursday, March 9th, 2023, the teacher changed the seat of the students by applying the orderly rows design when delivering material. The teacher gives material to students about "Simple Past Tense". This type of seating arrangement is always used so that the students' focus can be focused on the teacher when they are given learning material and it is also easier for the teacher to see the condition and activities of each student on their seat.

Based on the second observation which was held on Tuesday, March 21st 2023, the teacher used a change in student chairs with a separate table design. This design is used when the teacher gives instructions to do group work. Students are divided into 5 groups, consisting of 4/5 people in each group. In this activity, students are given assignments in groups with

the material "Simple Past Tense" with the activity of each group being required to connect sentences to form a story in the past tense.

#### b. Rules and Routines

Rules are made to create order in the classroom, so there should be an agreement with the students. With the agreement that students can easily comply with these rules, if one of the students violates or does not comply, the teacher will provide sanctions.

In this case, the researcher made observation on Tuesday, March 21th 2023, the researcher found that at the beginning of the lesson the teacher reminded students again about the learning contract in English class. For students who violate the rules will be given educational treatment or punishment by the teacher. In the middle of teaching and learning activities, there were 2 students who spoke when the teacher explained the material. At that time, the teacher immediately mentioned the student's name and was given the opportunity to give an opinion regarding the material conveyed by the teacher by saying "Yang di belakang, coba jelaskan menurut pendapatnya apa itu Simple Past?". Then students gave their responses according to the questions asked. given by the teacher.

Besides the rules in the class, the English teacher has some routines with the students in the classroom. When the researcher made observation in class, before starting the lesson, the teacher called 5 students randomly to memorized English vocabulary. Then the student whose name was called rises to the front of the class to mention the vocabulary. Then other students gave appreciation by clapping their hands when students have finished. This routine is well implemented in order to help students to increase vocabulary mastery in English.

#### c. Relationship

Based on the observation on Tuesday, March 21th 2023, the teacher implemented the

activity of forming several small groups with the aim that each student member of the group must work together and discuss tasks well together. Students groups are divided into 5 groups consisting of 4-5 students. In this activity, students work together to form a story by connecting each sentence from another group. So that each group has the opportunity to solve problems in a unified and fair manner. The group that did not answer was given minus points as punishment.

Based on the observation on Thursday, March 9th 2023, the researcher found that in building good relationships with students, several methods are applied by the teacher, one of which is to memorize the names of all students. This is shown in class observations, teachers tend to call students by their names when asking something or just making sure the students are paying attention to the lesson that is taking place.

#### d. Engaging and Motivating Instruction

Teachers must get a thorough awareness of the different managerial activities that must be completed in order to properly conduct classes. done. To deliver engaging and inspiring teachings, they must pay close attention before, during, and after class.

##### 1) Plan for the necessary Material

Based on the results of observations made, to attract students' attention in learning, the teacher sometimes makes games related to the material. Teacher also use textbooks provided by the school in delivering material. In addition, the teacher makes interesting worksheets to be given to students when giving assignments so that students can more easily understand the instructions given by the teacher.

##### 2) Giving Instruction

When gave instruction. After presenting the topic, the instructor will quiz the class about material that is not understood and helps students by explaining difficult material again. In giving instruction to the students, the teacher used mix of languages. Sometimes students were also asked to translate into Indonesian or English so

students can add to their vocabulary and be able to speak English well. The teacher also gave a form of appreciation to students if students are able to answer teacher questions related to learning material by saying "Good answer" or "give applause".

#### e. Discipline

The researcher made observation on Thursday, March 9th 2023 by observing the activities carried out by the English teacher, the researcher observed the teacher disciplining students in terms of arriving on time, the teacher preparing attendance hours for students. So, every student who comes will fill in the absence book by himself and provide a description of what time the student arrived. That way students have learned time discipline. Likewise, in the learning process students are required to be disciplined. In the classroom students are disciplined in doing assignments on time, not making noise during the learning process, as well as the teacher setting a good example for his students, so that students can emulate good things. If there are students who are undisciplined or violate the teacher's rules, they give them in the form of punishments or sanctions so that students are discouraged and will not do it again. As the researcher observed, if there are students who speak while the teacher is explaining the material, the teacher will give the opportunity for students to repeat the material explained as a form of warning so that they can be disciplined in learning.

#### **4. 2. The challenges faced by the teacher in classroom management in English teaching at SMP Negeri 1 Bantaeng**

The researcher found the challenges faced by teacher in English classroom management, as follows:

##### a. Classroom facilities

The first challenge that teacher faced in effective classroom management is classroom facilities. During the observation made on Thursday, March 9th 2023, data was obtained

that the teaching and learning process was disrupted, where some students felt uncomfortable and quite hot due to one of the turbo fans not working.

##### b. Student discipline

The next challenge was some students talk with their friends when the instructor is explaining the subject. In accordance with the facts found at the time of observation on Tuesday, March 21st 2023, the researcher found that some students were having fun talking to their friends when the teacher explained the material in front of the class. So, the teacher stops explaining for a moment and gives a warning to these students to re-explain the material that has been conveyed based on their opinion or understanding. Learning activities were disrupted but with the warning the students returned to being active and paying good attention to the teacher.

#### **4. 3. The Effective classroom management in English Teaching at SMP Negeri 1 Bantaeng**

By looking at the results found by researcher regarding It is clear from the difficulties encountered in the classroom that the teacher's strategies to establish good classroom management have paid off. Based on the results of observations made by researcher, it is known that in applying classroom management, the teacher is quite good and tries to get his students to get a comfortable environment and enjoy learning. First, in terms of providing a comfortable learning environment, teachers apply various forms of seating for students. Judging from its implementation, students look active and enthusiastic when learning. Especially in the form of grouping which requires students to work together to complete the tasks given by the teacher. Second, applying the rules that have been made, students can properly accept and follow the applicable rules. Although sometimes there are still some students who commit violations. This is because students still lack awareness of their responsibilities.

However, with the existence of rules, teachers provide educational punishments to students which can help students reflect on themselves to become better. Third, in terms of teachers building good relationships with their students, where implementation in the classroom goes well. Teachers always try to make themselves the safest place for students. Students who have problems, teachers quickly provide assistance and appropriate solutions to overcome them. Teachers always provide inspiring motivation, give advice to their students at the beginning, middle and end of each lesson. Sometimes, at the end of the lesson, some students feel bored, causing commotion in class. The teacher tries to revive the class atmosphere by providing simple games related to the material so that students regain focus and enthusiasm. Furthermore, in class students are also required to be disciplined, especially time discipline. The teacher applies time discipline by providing class attendance books. So, most students seem to arrive on time before class starts. Where the implementation of this method is quite effective in encouraging students to be more disciplined in terms of arriving on time.

## **5. Discussions**

### **5. 1. Teachers' Strategies to Create Effective Classroom Management**

#### **a. Physical Design of Classroom**

The physical design of classroom is related to the existing class arrangements. Be it from how the student and teacher seating positions are located, and the position of the facilities that are always used when studying in class. The physical design of classroom can also be interpreted as the arrangement of everything related to the physical components in the class such as what the class arrangement is like, where the student and teacher desks are located, learning tools and learning materials are located, and so on. In this case, the English teacher at SMP Negeri 1 Bantaeng applied 2 variations of the seating arrangements namely orderly rows and separate tables. Where the form of this change has its own function. Seat

changes need to be considered during teaching and learning activities, must be in accordance with the needs of students and make it easier for students to communicate with the teacher and with other students.

This is also supported by McCroskey who stated that the occurrence of interaction in the classroom is influenced by the seating arrangement. Student success can be achieved due to affective communication between students and teachers. Students will get an impact in terms of increasing communication and interaction if the seating arrangement is applied properly.

Besides of seating arrangement, the student learning environment is also very important for effective classroom management. Broadly speaking, the existing classroom conditions are quite comfortable to use for learning which is equipped with various attributes and learning support facilities as well as a clean and comfortable classroom environment. So, with seating arrangement and a comfortable learning environment, it can help students to receive good learning, to be able to interact with students and teachers, so that learning objectives can be achieved.

#### **b. Rules and Routines**

The creation and implementation of classroom rules and procedures is the first step in creating an effective learning system. The instructor must take the requirements of the pupils and the classroom's physical surroundings into account while creating rules and procedures. Routines are procedures that exist in the classroom should be adhered to in daily pursuits. Routine specifically refers to the methods used to complete duties in class. In order to devote more time to a significant chunk of the lesson, teachers should construct routines with ongoing regularity as assignments. Based on the findings that have been explained, in general, the rules and routines set by the English teacher at SMP Negeri 1 Bantaeng which have been agreed upon with the students can be applied properly. Although there are still students who commit

violations. In this case, some of the rules that have been made have their own consequences if there are students who violate them. The purpose of having rules is actually so that teachers can overcome the level of student violations as well as personal guidance in the learning process. With the rules too, it can discipline students more so that the learning process may function well and the learning objectives are met as anticipated. Therefore, Application is crucial for the instructor the rules in the classroom.

In addition to the rules, there are also routines in the classroom that are applied by the teacher. This routine is intended to help students get used to positive activities and can form habits in class so that they can reduce violations committed by students and can increase student learning motivation.

#### c. Relationship

The existence of a good relationship between teachers and students, it will be easier for students to accept rules and regulations in the classroom. In the learning process, interaction is very necessary in order to create a smooth learning process, to create interaction between teachers and students which is needed during the learning process. The goal is to get closer to students, so that there is interaction in the learning process and students do not feel tense.

Based on the findings in chapter 4, in general the teacher establishes a good relationship between students and students and teachers. Where the teacher always forms students in groups whose goal is for students to interact and help them to work together in a team, then always motivate, and ask how students are doing. This is done so that students can feel a comfortable learning environment because there is an open relationship and learning can run effectively by facilitating students' knowledge and skills through activities or activities that can help and facilitate students in learning. Therefore, it is very important that there is a relationship between teacher and student in classroom management which in its

implementation apart from inside the classroom also occurs outside the classroom.

#### d. Engaging and Motivating Instruction

Instruction that is inspiring and engaging refers to the learning techniques that can motivate and attract students' interest in learning. (Garrett, 2014) said that since students are actively involved, interested, and motivated in the class, behavior issues are less likely to occur when teaching is more enjoyable. Based on the findings in chapter 4, in engaging and providing instructions that motivate teachers to plan the material as well as possible by providing interesting learning media and clear instructions. With a good media provided by SMP Negeri 1 Bantaeng, the learning process runs effectively and efficiently.

Providing clear instructions used by the teacher using a mix of languages starting with English and then followed by Indonesian can help students understand English well. Because not all students can understand and understand what the teacher is saying if there is no translation. So, the teacher has a duty to provide understanding to students about what is explained.

#### e. Discipline

In order to achieve educational objectives, discipline is meant to control children's conduct since some actions need to be avoided or forbidden, while others need to be followed through with. Discipline is an important component in classroom management.

In general, the results of the research that have been obtained show that in the process of disciplining students in the classroom, in the learning process students are required to be full of awareness and high discipline, then this will become habits and habits in learning that affect student achievement as well. With student discipline, it will help students achieve high achievements, so students who are embedded in a disciplined attitude will always be aware of and obey every rule.

## **5. 2. The challenges faced by the teacher in classroom management in English teaching at SMP Negeri 1 Bantaeng**

Based on the findings obtained, it was found that there were 2 challenges faced by teacher in applying classroom management in English classes at SMP Negeri 1 Bantaeng, namely classroom facilities and student discipline; the first challenge faced by the teacher is the facilities in the classroom such as a broken fan. This problem makes the teacher a challenge because it can disrupt the teaching and learning process in the classroom. Even though the class room is quite spacious which can accommodate as many as 27 students, sometimes when the weather is very hot during the day, the focus of students will be disrupted as well as the learning process distracted by a class atmosphere that is not conducive. Because learning outcomes are significantly influenced by the physical environment where learning takes place and has a positive influence on achieving teaching goals.

The second challenge faced by the teacher is students who are less disciplined when the teacher explains the material. Sometimes some students who are busy talking with their friends make learning disturbed. This becomes a teacher's challenge to discipline students more, namely by giving punishment but in an educational way. Even though some rules have been set, sometimes students forget or don't even care. This is what the English teacher feels is a challenge in itself.

## **5. 3. The Effective classroom management in English Teaching at SMP Negeri 1 Bantaeng**

Based on the results of the presentation in chapter 4, the strategies made in classroom management in teaching English that have been carried out quite well and effectively. This can be seen from the way the teacher conditions the class physically, the teacher changes seats, the teacher tries to apply the relationship with students and teachers to go well, the teacher provides interesting learning media and provides clear instructions that

facilitate and assist students in learning, and teachers who apply classroom discipline to teachers and students such as time discipline.

The teacher's strategies are in accordance with Garrett's theory which states that in effective classroom management, at least it consists of the 5 aspects described earlier. The creation of classroom management is very important to apply because classroom management is an integral part of the professional skills that must be owned by a teacher, where managing a class is a basic teaching skill that aims to create and maintain an optimal learning atmosphere. In this case, the teacher has carried out his obligations properly. The teacher is able to create a comfortable and adequate classroom atmosphere. As well as students can also feel and receive learning well and fun. Even though there are problems faced by teachers, teachers always try to overcome them and improve their abilities in managing classes and educating their students.

## **6. Conclusions**

Based on the findings of the previously reported study, the writer can conclude that:

- a. There are five aspects of teacher strategies in effective classroom management in class VIIIc at SMP Negeri 1 Bantaeng. The five aspects are supported by effective classroom management as stated by Garrett. Classroom management implemented by English teachers includes: (1) The classroom's physical layout, which includes the seating arrangement, such as row and separate tables. (2) rules and routine. (3) building relationships in the classroom, whether it's the relationship between students and teachers-students. (4) engaging and motivating instruction (5) discipline.
- b. The challenges faced in classroom management were classroom facilities and student discipline. The problem with classroom facilities lies in one of the fans not working properly. As well as some fewer attentive pupils while the instructor is explaining the material in front of the class.

- c. The application of classroom management by the English teacher goes well and is quite effective in the teaching and learning process. The teacher has carried out his obligations properly. The teacher is able to create a comfortable and adequate classroom atmosphere. As well as students can also feel and receive learning well and fun.

## References

- Ahmadi, A. J. (2005). Strategi Belajar Mengajar. Bandung: Pustaka Setya.
- Azlin Norhaini Mansor, W. K. (2012). Effective Classroom Management. International Education Studies, 5(5), 37.
- Brown, H. D. (2000). Principles of Language Learning and Teaching (Vol. 7). USA: San Francisco State University.
- Colin, J. S. & Robert, L. (1993). Effective Classroom Management: Teachers Guide Second Edition. USA: Rotledge.
- Cooper, J. M. (2011). Classroom Teaching Skills. Wadsworth: Cengage Learning.
- Cresswel, J. W. (2009). Qualitative Research. USA: Routledge.
- Garret, T. (2014). Effective of Classroom Management. Columbia University: Teacher College Press.
- Harmer, J. (1998). How to Teach English. Harlow: Longman.
- Huth, R. (2015). A Strategy for classroom management success. Journal on Best Teaching Practices(2), 4-6.
- James C. McCroskey, Communication in the Classroom (Reading Mass: Addition: Wesley Pub, n.d.), 99.
- Moleong, L. J. (2007). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.
- Rido, A., Nambiar, R. M., & Ibrahim, N. (2016). Teaching and Classroom Management Strategies of Indonesia Master Teachers: Investigating a Vocational English Classroom: A Review Article. The Southeast Asian Journal of English Language, 93-109.
- Scrivener, J. (2005). Learning Teaching. In A Guide Book for English Language Teacher (p.75). Malaysia: Macmillan Education.
- Setyowati, I. (2017). Classroom Management Applied in Teaching English by Tenth Grade English Teacher of SMA N 1 Wonosari in the Academic Year of 2015/2016. Surakarta: IAIN Surakarta.
- Walgitto, B. (2001). Bimbingan dan Penyuluhan di Sekolah. Yogyakarta.
- Wiradyaningsih, R. T., Korompot, C. A., & Sakkir, G. (2022). The Use of Shared Reading Strategy in Teaching Reading Comprehension at SMPN 1 Bulukumba. *Journal of Excellence in English Language Education*, 1(3).