

**THE IMPLEMENTATION OF CLASSROOM MANAGEMENT  
IN ENGLISH TEACHING AND LEARNING FOR  
EIGHTH-GRADERS AT SMP MA'ARIF BATU**

**UNDERGRADUATE THESIS**

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature which consists of four sub-chapters: classroom management, key elements of classroom management, teacher's role and styles, and previous studies.

#### 2.1 Classroom Management

Classroom management is a term used by teachers to develop a teaching and learning situation for more effective and successful learning. Classroom management is so relevant. It is used by teachers for transferring knowledge to the students. Not only teachers need a good classroom management as a step to transfer the knowledge to the students, students also need a good classroom management as the object of learning. Therefore, a good classroom management is very useful to be able to create effective teaching and learning process in the classroom itself. Dymoke et.al (2013, p. 117) defines that classroom management is a central concern of a teacher as a beginner, since they need to ensure that the classroom is a secure and positive place where learning can take place. The reason of the definition of classroom management is significant for successful teaching and learning.

In addition, teachers often believe that a good classroom management is as equal as being able to manage the classroom as a quiet and peaceful studying environment, but in reality, a productive learning environment can often be noisy because learning is not an inactive activity. Learning requires talking, sharing,



10  
discovering, experimenting, and questioning. These activities can create noise in the classroom. Teaching and learning are well-managed when both teachers and students live up to the expectation of how an “active classroom” should be.

Some of teachers believe that classroom management will be effective when there are appreciations and punishments in teaching and learning. To support the statement, Garrett (2014, p. 1-2) argues that teachers often believe that an effective classroom management plan trusts on rewards, punishments, and therefore is approached in a behaviouristic manner through the implementation of externally organized incentive plans. However, teachers who are effective classroom managers often find little need for a reward-based behavioural incentive plan. It means that teachers would give motivations as reward to the students who have troubles when they learn in the classroom.

The prime function of an effective classroom management is to make the students study comfortably in their class; they would be so comfortable and they would not feel as if they are studying intensively in a classroom at all. Similar to the previous statement, Santrock (2004, cited in Mulyadi 2009, p. 5) argues that the effective classroom management has functions to help the students spend more time for learning and decrease their time for other things which do not relate to their studies as well as preventing the students to experience problems in studying academically and emotionally. A teacher of a well-managed class can “distract” students from procrastinating by making students do more academic exercises to challenge themselves in how far their understanding of a subject can go.

On the other hand, some non-teachers have a simple assumption about the teaching process in the classroom. According to Ming-tak and Wai-shing (2008, p. 47), non-teachers would assume that teaching is just about “teaching, listening and learning”; according to them, teachers would only stand in front of the students and talk to them about materials as well as only handing out tasks and make the students do them. However, this situation looks like a nature of the classroom environment in which things would happen very quickly and publicly, and sometimes unpredictable and spontaneous incidents happen in the classroom.

Thus, classroom management includes teachers who can manage and coordinate a complex environment for the purpose of effective teaching and learning.

Interaction in the classroom is also one of the important aspects of creating an effective classroom management because a classroom interaction engages teachers, students and the classroom (as the place where teaching and learning happens). According to Brown (2000, p. 165), classroom interaction is the combination of thoughts, feelings, or ideas between two or more people, resulting in a mutual effect of each other. “Interaction” in this context specifies the teacher and the students in the classroom, where both of them should have mutual interaction in teaching and learning activity. Teachers need the students as an object to transfer the knowledge and the students need teachers as a subject to transfer new knowledge to the students. There are two-way processes of classroom interaction between teacher-students and students-teacher. A mutual interaction happens in this phenomenon.



Classroom management is connected to the process of organizing and conducting an effective class which includes: (1) physical arrangement, (2) instructional time, (3) instructional strategies, (4) behavioural considerations, and (5) social climates. These five aspects play huge roles for the teachers to be able to fulfil a good classroom management. All of the stated aspects are representatives of creating successful teaching and learning. Hence, the five aspects must be applied by the teachers when they teach materials in the class.

Lemlech (1999) says that classroom management is also defined as the process of creating a democratic community and managing a successful class. The five aspects that should be achieved to build democratic community and effective classroom management should be maintained by the teachers and the students.

Therefore, an effective classroom management can be implemented by the teacher in the class.

## **2.2 The Key Elements of Classroom Management**

There are five key elements of classroom management. The key elements can create an effective classroom management, but in the reality, some of teachers are not informed about the importance of five elements for teaching and learning activity. If the teacher is aware of the five elements, they can maximise the success of teaching and learning. Teachers should know and apply the five elements in the classroom. According to Burden (1995) and Teaff, (2007), there are five aspects of effective classroom management: physical arrangement, instructional time, instructional strategies, behavioural considerations and social climates. It is quite difficult for teachers when they do not apply the five aspects.

Furthermore, all aspects can have used by the teachers as the best way in learning process.

### 2.2.1 Physical Arrangement

Physical arrangement is a physical classroom plan which includes desks, chairs, black board or white board, and all things found in the classroom itself. In short, physical arrangement deals with the physical condition of the classroom.

Teachers should arrange a classroom well, specifically such as arranging the lighting, temperature of the classroom, seating arrangement, and arranging the materials that is given by teachers to the students. Besides that, arranging the physical classroom environment is a way to create a suitable learning environment and to prevent the negative behaviour of the students beforehand. Therefore, teaching and learning can fulfil a successful process of learning.

A classroom environment has an important role to create physical arrangement in the classroom management. Brown (2007, p. 241) states that one of simplest principles of classroom management is the centre of physical environment for learning process, otherwise the “physical environment” as the classroom itself. Physical environment is divided into four categories: Sight, sound, comfort, seating arrangements, chalkboard use, and equipment. Based on Brown (2000, p. 192-194), (1) Sight, sound, and comfort are about how the students feel in the classroom. These four categories are needed for the students to be able to learn effectively. Students need clear sight when they open their textbooks and understand the materials from the blackboard. They also need a conducive and comfortable environment for their learning activities. (2) Seating



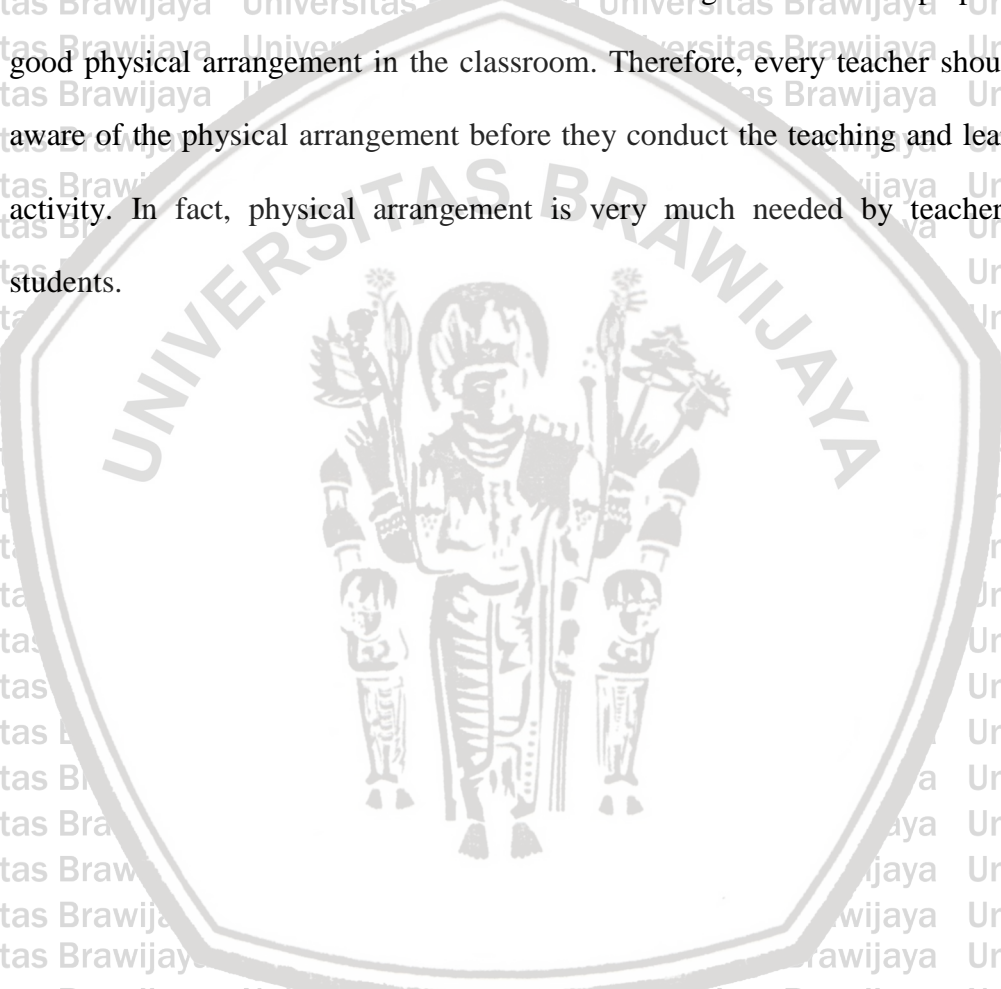
arrangement is about how the students should be able to see one another, talk to one another and not getting stuck with the desk formation. (3) Chalkboard is important to the teachers because it gives the students some addition to the visuals inputted. It allows the students to demonstrate with pictures, words, graphs, and charts. (4) Equipment is the classroom facility such as liquid crystal display projector and video player as the addition.

One of the importance of physical arrangement is the seating arrangement, how the students and the teacher are seated because students and teachers should have a situation where teachers communicate with the students in learning. They have two-way communications between teacher-students and students-teacher. Therefore, seating arrangement should be done appropriately according to the situation of the classroom.

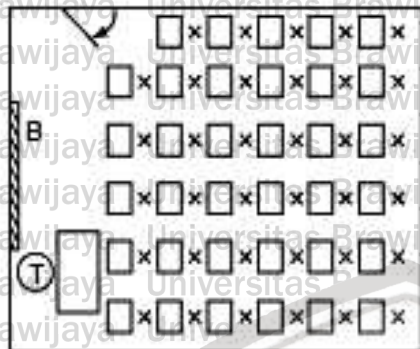
There are twelve potential layout of seating arrangements that are used in the classroom (see figure 1). According to Wright (2005, p. 307-308) there are twelve potential layouts have benefits and weaknesses for teachers and students, with different functions for each and every single layout. Some seating arrangement layouts are not meant for classrooms because they are meant for other situations such as seminar room, chevrons and laboratory. But in some condition, these layouts can be applied just like in group discussions in the classroom, such as restaurants and islands. Besides group discussion layout, there are traditional and horseshoe layouts. Traditional layout is the oldest among other layouts and this layout is mostly used in the classroom. Horseshoe layout is the most popular layout for higher education. It will be easy for the teacher to reach

all students because the teacher sits at the very centre of the seating layout, making it easy for the teacher to monitor every student in the classroom.

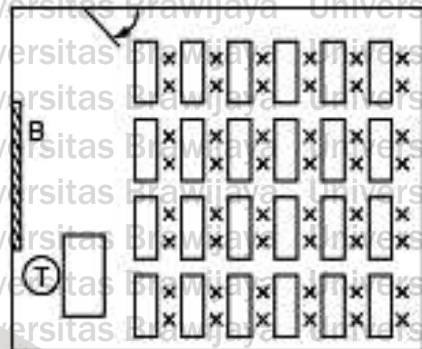
Physical arrangement plays a vital role in creating successful learning activities. Without arranging the physical needs in the classroom, the teacher and the students cannot create effective classroom management without preparing a good physical arrangement in the classroom. Therefore, every teacher should be aware of the physical arrangement before they conduct the teaching and learning activity. In fact, physical arrangement is very much needed by teacher and students.



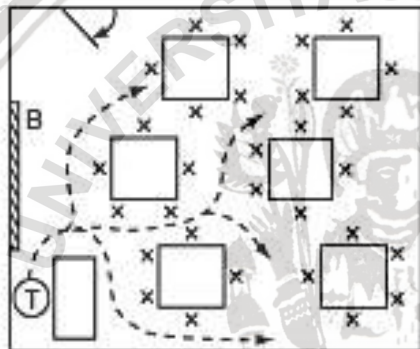




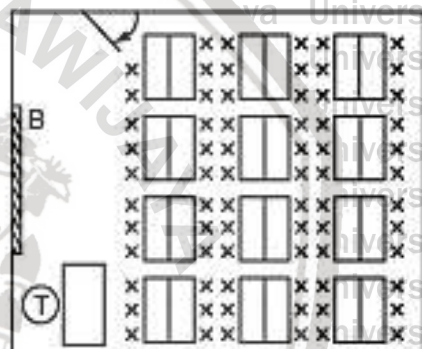
1. 'Traditional': Individual desks in rows.



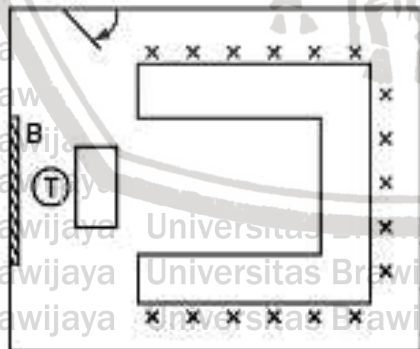
2. 'Traditional': Benches for 2 or more students. Often fixed to the floor.



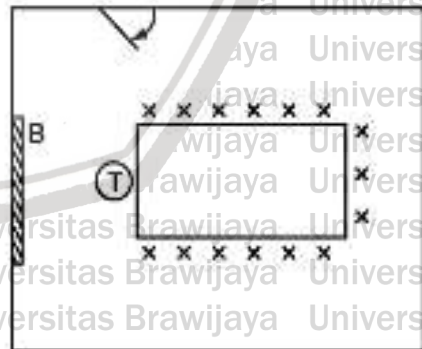
3. 'Restaurant': Random clusters, often permanent or semi-permanent.



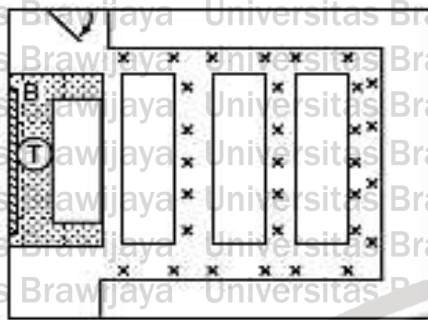
4. 'Islands': Regular groupings. Can be created by modifying 'benches' so that students on odd-numbered benches can turn to face those behind them.



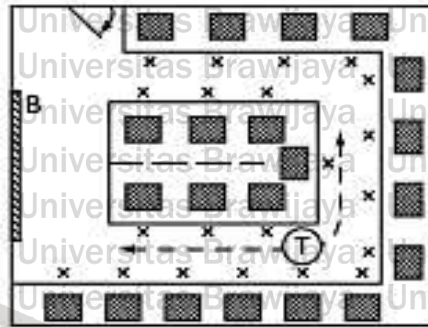
5. 'Horseshoe': Popular in Higher Education.



6. 'Seminar': A variant is when the teacher sits on the long side of the table, or 'cabinet meeting'.



7. 'Laboratory': Layout determined by fixed installations of equipment.



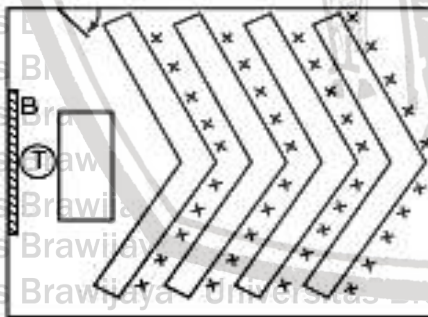
8. 'Looking Out': Typically a configuration in computer rooms, where access to power sources dictates layout.



9. 'Circle': Typically chairs only or standing.



10. 'Story': Semi-circles of listeners surround the story teller, who is typically seated.



11. 'Chevrons': Occasionally seen in lecture theatres or laboratories.



12. 'Semi-circle': Normally found in small classes. Individuals gather round the teacher.

Figure 1. Types of seating arrangement adapted from Wright (2005, p. 307-308).



## 2.2.2 Instructional Time

Instructional time connects with the teacher's strategies to manage the time allocation during the subject and reaching the learning goals. According to the research reported in Wong and Wong (1998, para. 2), ninety percent allocated time are consumed by the teacher. However, the only way a student learns anything is by putting in effort by learning to work. Therefore, the teacher is an important character by being the controller of time in learning activity.

Every school has varying factors of instructional time. Hoover, et.al (2003, p. 20) conveys that there are some varying factors in the daily schedule in the school, such as place of time periods for a given subject, bus schedules, local school schedules for special classes, lunch periods, and teacher planning time.

Hoover, et.al (2003, cited in Wong and Wong 1998, p. 20) described about the different types of scheduling time in the school. Wong and Wong divide the time into four types: allocated time, instructional time, engaged time, and academic learning.

1. The allocated time refers to the total time for teacher instruction and student learning in the classroom. For example, the schedule of teaching activity for every subjects by the teacher, scheduling an announcement, and recess hours.
2. The instructional time means the time teachers are actively teaching. The activities happen when a teacher gives instruction, indirectly spending time for giving instruction to the students such as checking the attendance list and making group discussions.

3. The engaged time is the time for the students to be involved in their task.

Some student activities are asking and questioning, responding the questions, doing discussions, doing exercises, and also conducting presentation.

4. The academic learning time is the teachers' time to master the student skills.

There are some academics process in this type such as teaching and learning between teacher-students and students-teachers. They have two-way communications.

The four types are relevant towards each other to be able to create effective classroom management. Managing instructional time will make good arrangements in learning activities. Therefore, instructional time helps to schedule all-time allocation for effective learning.

### 2.2.3 Instructional Strategies

Instructional strategies are some strategies used by teachers to create successful learning. According to Hoover, et.al (2003, p. 126), instructional strategies are divided into four strategies. These strategies are whole-class, small-group strategies, working in pairs, and working as an individual.

Moreover, based on Hoover, et.al (2003, p. 127-144), whole-class strategies deal with all learning activities in the classroom. It refers to lecturing, discussion, debating, teacher's assessment, teacher preparation (lesson plan) et cetera. There are two-ways communication between teacher and the students, but teachers need to select these strategies (for example: monitor, adjust, and change strategies) when needed. Teachers should also constantly check for student's quality of understanding as an option to increase the teacher's effectiveness.



Small-group strategies are used by teachers to make the students discuss together with their friends in a group work. There are many benefits in applying this group work. Students can change ideas and thoughts, solve problems, and come up with conclusions together. They can collaborate with their friends whilst doing exercises. But if teacher cannot handle all small groups, it can waste time management in the class. A good management can create effective learning for the students in group working. But in addition, Quinn (2013, p. 47) argued that “group work is neither as widely used nor as effective as necessary if we wish to produce a generation of learner`s adept at collaborating. In fact, group work as often practiced does little to enhance collaborative skills”.

Working in pairs is an interaction in the classroom where the teacher gives a strategy to make groups in pairs. Students can be paired in several ways: unequal ability, by knowledge or talents, or random. Besides that, pair-working allows the opportunity of inputs from peers without knowing the difference of students` skills. Hence, working in pairs is one of the teaching strategies which is used to create learning goals.

Working as an individual is the strategy for individual learning used by teachers for the students. It is quite easy because students learn by themselves. In a traditional classroom, the teacher would just stand in front of the class and give an interaction to the students until the students finished doing their tasks individually. There is a weakness when teachers apply this strategy: students become individual without caring about their friends.

Instructional strategies are very important. They help the teacher in learning process until learning goals can be achieved by the students. Teachers should have good instructional strategies for creating successful learning in the classroom. Based on Hover, teachers should know about some strategies such as whole-class, small-group strategies, working in pairs, and working as an individual.

#### **2.2.4 Behavioural Consideration**

Behavioural considerations are related to communication, reinforcement of class routines, and procedures of the teachers to the students. First is communication. Teacher and students have two-ways communication. Teacher teach the students and also students learn from the teacher's explanations. They communicate with each other academically. Second is the reinforcement of class routines. According to Brophy (1988, p. 12), "the goal of reinforcement is to develop desirable behaviour rather than to control misbehaviour. The emphasis, where misbehaviour occurs, is on pressuring to change, not on exacting retribution". The last is procedures. Teachers should have procedures when they teach in the classroom such as lesson plan, the rewards and punishments, et cetera.

In addition, Mulyadi (2009, p. 36-45) explains that there are two kinds of reinforcement. It includes both positive and negative reinforcement. Positive reinforcement is giving rewards to students for their good performance in learning such as giving smiles and giving compliments to the students. Negative reinforcement is sampled as giving punishments because of student's bad behaviour in classroom.



As supervisors, teachers should work very hard to help students in the classroom. To support the statement, Jayadi (2012, p. 171) says that teachers voluntarily worked hard to help students, colleagues and school when carrying out the task of learning reflection, otherwise known as OCB (Organizational Citizenship Behaviour). OCB is defined as the activeness of teacher giving lesson, using time efficiently, working collaboratively, and emphasizing on the activities of a professional rather than personal activities. Some factors influence the OCB include the teacher's competence and spiritual intelligence.

### **2.2.5 Social Climates**

Social climate deals with the relationship between teacher, students, and classroom. Hoover, et.al (2003, p. 20) argues that social climates are the social relationships that are established between the teacher-students and among the students. Good relationship between teacher and students can produce comfortable atmosphere for learning activity. In truth, it is quite difficult to build good relationship between teacher-students. Based on Garret (2014, p. 45), teachers should have sense of humour, raw and welcoming personality, be able to provide extra help, be able to provide ongoing feedback, be able to encourage students to regulate their own learning, be available to talk, be sensitive to students' personal concerns, be able to learn about students' cultural backgrounds, and take a personal interest in students. These specified ways can help to create good relationship as social climates between teacher-students in classroom.

### 2.3 Teachers` Role and Styles

Teachers can apply many roles in the sequenced learning. They could not apply just one role in the sequenced learning. They should take many roles to make creative way to teach their students. According to Oxford, et.al (1998, para. 6), teacher roles are described in the form of the following metaphors: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others.

Aside from that, Brown (2000, p. 167) divides the teachers` roles of metaphor into five: teacher as controller, teacher as director, teacher as manager, teacher as facilitator, and teacher as resource. First, teacher as the controller is a role that sometimes apply in educational institutions. Teachers always renew or change their ability in every classroom situation. They always prepare the right answer to the questions which are predicted to be asked by the students. They also think that would be spoken in class before teaching. Second, teacher as director is a parable because teacher is like a director in an orchestra or a drama. In the classroom, the teacher acts like a director whenever they communicate with the students and give instructions to the students. Students spontaneously work based on the teacher`s instructions. Third, teacher as manager is a teacher metaphor as the manager who prepares plans lessons, modules, and courses. So, the learning goals will be achieved by the teacher for the students. Fourth, teacher as facilitator is an actor for the students who facilitates the learning process, helps them and supports them to find out their learning goals. Fifth, teacher as resource is the directive role. The implication of the resource role is that the student has the



initiative to spontaneously come to the teacher when they need more learning resources.

Teachers' styles is the teaching style where teachers should show their professional teaching expertise. Brown (2000, p. 200) argues that "teaching style will almost always be consistent with teacher personality style, which can vary greatly from individual to individual". Therefore, teachers should be consistent with their teaching styles when their teaching roles are comfortable for both the students and the teacher. If done consistently, the teacher can be an authentic teacher in the classroom and students can accept and respect their teaching style.

#### **2.4 Previous Studies**

In order to support this study, the researcher presents the previous studies which have been conducted by the previous researcher. It is related to the topic which is classroom management. There are some previous studies which have been done by some researcher. The first previous study has been done by Astuti (2015) from Faculty of Culture Studies, Universitas Brawijaya Malang whose objective was to describe the effectiveness of classroom management in English language teaching and learning for tenth grades of SMA Panjura Malang and to find out what kind of problems occur in the effectiveness in classroom management used by teacher in the classroom. The researcher had used descriptive qualitative method. The instruments of the research were observation form, interview guide, and field note for analysing the effectiveness of classroom management which was used by the teacher. The observation form was adapted by Burden (1997) and Teaff's (2007) five aspects of classroom management. It

consisted of five aspects: (1) physical arrangement, (2) instructional time, (3) instructional strategies, (4) behavioural considerations, and (5) social climates.

The interview form and the field notes were self-created.

As a result, the researcher found out that some conclusions from her research were stated as the following: first, the teacher did not vary the seating arrangement. The teacher only used traditional seating arrangement and did not modify the seating arrangement with other types. Second, the teacher had difficulties in managing the instructional time because each English lesson only lasted for 90 minutes in a week, so the teacher tried to squeeze materials in by maximizing the time in every meeting. Third, the teacher only fulfilled some checklist in instructional strategies. The teacher did not show any variety of teaching, with no teaching media and also showed poor monitoring in discussion sessions. Fourth, the teacher showed good behaviour management in the behaviour consideration. The teacher gave students positive reinforcement (such as rewards) when students show good attitude. Fifth, in social climates, both the teacher and students showed good relationship. Teacher was shown as a friend to the students so the teacher could easy pick out the difficulties of every student. All aspects of effective classroom management were fulfilled by teacher. The participants of the study were tenth-graders of SMA Panjura Malang. The school contained 33 X IPS 4 students. The researcher joined the class but did not participate in classroom activities.

From the explanations above, there are differences and similarities between the first previous study and this study. The similarity between this study



and the first previous study is the topic to be analysed (that is about classroom management using descriptive qualitative method). The first previous study has similarities to this study in the observation form adapted from Burden (1995) and Teaff (2007). Mostly, this classroom management research only focuses on the teacher. Besides that, the difference between this study and the first study is that the first previous study focused on senior high school in English subject of SMA Panjura Malang to understand the effectiveness of classroom management as the object of the study while this study focuses on junior high school in English subject of SMP Ma'arif Batu to know the implementation of classroom management as the object of the study. The interview guides also serve as differences between the studies.

The second previous study was conducted by Kurniawan (2012) from Faculty of Letter, State University of Malang whose objectives were to explore the classroom management of an English teacher at the third grade of International Laboratory Primary School State University of Malang. The study was analysis about the classroom management for young learners using descriptive qualitative to find out how the teacher begun the class, ended the class, asked and gave reinforcement to the students in the classroom. The instruments of the research were observation forms, interview guides, and field notes to collect the data. The observation forms, interview guides and filed notes were self-adapted. The researcher has ten questions related to the teacher's educational background. The participants of the study were third-graders of International Laboratory Primary School State University of Malang. The class contained 30

students. The researcher joined the class but did not participate in the classroom activities.

As a result, the researcher concluded that the teacher did not have attractive activities to begin and end lessons but the teacher had good ways to ask questions. However, the teacher would give negative reinforcement to the students.

From the explanations above, there are differences and similarities between the second previous study and this study. The similarity between this study and the second previous study is the topic to be analysed (that is about classroom management using descriptive qualitative method). Mostly, this classroom management research only focuses on the teacher. Besides that, the difference between second previous study with this study is that the second previous study focused on how the teacher began the lesson, ended the lesson, asked questions and gave reinforcements. The observation, interview guides as well as the object of the study are also different from each other.



## CHAPTER III

### RESEARCH METHOD

This chapter consists of six sub-chapters. They are research design, research setting and subject of study, research instruments, data collection, data analysis, and data triangulation.

#### 3.1 Research Design

This study focused on the implementation of classroom management in English teaching and learning for eighth-graders of SMP Ma'arif Batu in order to describe the implementation of classroom management used by teacher in the classroom. The research type was the descriptive qualitative research. Furthermore, Hancock et.al (2009, p. 6) stated that the definition of qualitative research was a study of behaviour in natural setting or used people's account as a data and usually there was no manipulation of variables. Moreover, developing explanation of social phenomena was taken into consideration in this approach.

Besides that, in descriptive qualitative, the researcher played as a passive role. The researcher presented at the scene but did not participate in activities of the teaching and learning process. The researcher took note of events which were taking place, collecting the data, and reporting them descriptively based on the situations and events in the field. The researcher only observed and collected the data.

In addition, Mukhtar (2013, p. 10) argued that descriptive qualitative research was a method used by teachers to find out the knowledge concerned in

research subject in several times. A descriptive qualitative research tried to describe all indication or real conditions based on real facts when the research was conducted in the field. Hence, a descriptive qualitative research shall take real field data into produce authentic data from real happenings in the field. So, the results of the research were valid.

### **3.2 Research Setting and Subject of Study**

The research conducted in SMP Ma`arif Batu. The subject of the research were eighth-graders of SMP Ma`arif Batu, especially class VIII E. There were 26 students. The second subject was the teacher. He was Mr. Supapto S.Pd. he had S-1 degree majoring in English Language Teaching.

### **3.3 Research Instruments**

The instruments used were observation forms, interview guides, and field notes. The researcher used those three instruments to collect the data.

#### **3.3.1 Observation Form**

The researcher did an observation to obtain data. Arikunto (2002, p. 138) defines that observation was the act of collecting data about the performance of a subject through the five sense: sight, smelling, hearing, touching, and taste. It was not quite different than Creswell (2012, p. 213) who argued that gathering open-ended data was processed through observation, the information of observing people and places at the research site. Observation forms helped the researcher while he collected the classroom management data. The observation form was adapted from Burden (1995) and Teaff (2007), (see appendix 1). The observation



form was designed in the form of a checklist. It consisted of observation which would take place three times and would be written by the researcher.

### **3.3.2 Interview Guide**

Interview was one of the important instruments in conducting a qualitative data. According to Creswell (2012, p. 382) interview was a form on which the researcher records answers supplied by the participant in the study. The researcher asked a question from an interview guide (see appendix 2), listened for answers, and recorded responses on the survey. The qualitative interview procedure should be clear to the interviewee. The interviewer just asked some questions to the interviewee without giving some responses. The interviewer just listened and recorded the answer from interviewee.

From the interview, the researcher hoped that the informations were appropriate with the reality. So, the data could not be denied between the data obtained by this instrument and other instruments. Besides that, the researcher used one-on-one interview. Creswell (2012, p. 384) argued that one-on-one interview was an interview to collect the responses from individual sample interview. The interviewer just collected and recorded the responses from individual sample. Furthermore, the researcher chose the one-on-one interview as the instruments.

### **3.3.3 Field Notes**

Field notes were one of powerful instruments in conducting a qualitative research. It consisted of some notes from observation in the real situation.

According to Meriam (2016) "field note was an item in a systematic record of the measurements made by a surveyor or the observations of a researcher in the field".

It was systematic record because it could be used as the reminder for researcher to complete the data in the field.

The field notes (See appendix 3) contained of two parts. The first was identities which were the order, date, class, and time allotment of the current observation. The second was notes which are a blank space for the field notes to be written. For the result, all parts shall be filled in the field notes.

### **3.4 Data Collection**

The data collection organized and arranged based on the topic of the problem of study related to the classroom management practice by an English teacher of VIII E of SMP Ma'arif Batu. The data collection procedures included the observation, interview guide (see appendix 2), and field notes. The observation form designed in the form of a checklist. It consisted of observation which will take place three times and would be written by the researcher.

Wilkinson and Birmingham (2003, p. 43) stated that an interview was used in conducting the research as a way to obtain detailed information about a topic or subject. Therefore, the researcher collected the data through three procedures: observation, interview, and field note. The researcher also used an interview guide to collect the data. The interview focused on questions about the educational background and teachers' careers as English teachers and also teachers' opinions about the importance of classroom management before teaching was started in the classroom.



### 3.5 Data Analysis

The technique of analysing the data was adapted from Huberman (1994, p. 429) who confirmed that data analysis consists of three activities: data reduction, data display, and data drawing/verification. In data reduction, the process of selecting raw data obtained in data collection was done. Then in data display, all of the collected data were transcribed into written text. The researcher led to draw the conclusion of the research which was arranged by a set of information.

In relation to this study, the data taken from observation, interview, and field note analysed through the process of selecting and organizing the raw data. Inappropriate and unrelated data would be discarded. The result of the data reduction led to process which data selected and arranged. Hence, each type of data used to describe the classroom management by the English teacher. The final goal was the conclusion which drawn to describe the classroom management in VIII E of SMP Ma`arif Batu.

### 3.6 Data Triangulation

The researcher needed to validate the accuracy of the findings and interpretations were accurate. An accurate research was better study because the findings and interpretations were accurate and credible. There was a technique that is used by the researcher in order to validate the research's findings and interpretations accuracy. The researcher used data triangulation to validate the accuracy of the findings. He tried to corroborate evidence based on types of data (e.g., observational, field notes and interviews) afterwards, he corroborated all types of data into a valid data.

In addition, Creswell (2012, p. 259) said that “triangulation was the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research”. Therefore, the way could inspire the researcher to develop a report. Those were both accurate and credible.





## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents finding related to the problem of the study. There are six sub-chapters of findings; the result of physical arrangement, instructional time, instructional strategies, behavioural considerations, social climates, and the student's behaviour. There are also six sub-chapters of discussion; physical arrangement, instructional time, instructional strategies, behavioural considerations, social climates, and the student's behaviour.

#### 4.1 Finding

Findings presents about the result from five aspects of classroom management and the student's behaviour based on the three instruments to collect the data (observation form, interview guide, and field notes). The five aspects were; (1) physical arrangement, (2) instructional time, (3) instructional strategies, (4) behavioural considerations, (5) and social climates.

##### 4.1.1 The Result of Physical Arrangement

In physical arrangement, the researcher found that the classroom was not effective enough to support teaching and learning activities. From the three instruments to collect the data, the researcher found that the teacher did not arrange in the physical arrangement well. The three instruments were observation form, interview guide, and field notes. In addition, the teacher was not applying

all aspect in the physical arrangement such as; the condition of the class, functional room arrangement, et cetera.

In the observation form, the researcher found that the classroom was not comfort to support teaching and learning activities. From three observations, the researcher found that the classroom was not clean enough. It just first observation saw that the classroom was clean but in the second and third observations showed that the classroom was not clean. Besides that, there were some missing desks and chairs. The chairs and desks were not as neat as the first observation. It was the same condition as the second observation. The teacher only merely taught the students without rearranging the chairs and desks before he started the class. The classroom was not clean, attractive, conducive to learning. There was some trash under the desks, such as plastics, paper, and dust. The teacher asked the students to clean the trash but he did not instruct the students to arrange the desks and chairs. The class was not conducive because the other class was noisy. The black-board was also dirty because the previous teacher did not clean the black-board. Meanwhile, the English teacher just used the white-board in this lesson without erasing the black-board.

In the interview guide, the teacher said that he thought about how the students could see the presentation of material in the black-board clearly or not. He had to ensure the condition of classroom. It was clean or not. Hence, the teacher did not do consistently. He did it in the first observation only. In the second and third observation, the teacher merely taught without pay attention to the physical arrangement in the classroom.



In the field notes, the researcher found that some aspect of physical arrangement was not arranged well. The important in physical arrangement was seating arrangement. The seating arrangement was not good enough because some chairs and desks were not neat. It used traditional seating arrangement type (see figure 1, p. 16). In addition, the teacher also used text book as the material in the class. There was not electrical equipment such as; LCD projector, audio, video player, et cetera.

#### 4.1.2 The Result of Instructional Time

In instructional time, the researcher found that the instructional time was good enough. From the three instruments to collect the data, the researcher found that the teacher applied the instructional time in the class well. The three instruments were observation form, interview guide, and field notes. Besides that, the teacher almost applied all aspect of instructional time such as; procedural directions, quiet signals, and checking for student's understanding.

In the observation form, the researcher almost applied aspect in the instructional time. First was class opening. The teacher always started the class with checking the attendance and some class ritual such as; said "*Assalamualaikum Wr. Wb*" as the greeting to the students. Second was procedural directions. The teacher used step by step in the procedural directions. Third was quiet signals. The teacher applied some quite signals such as; hands up, and pay attention to stop the student's crowded in the class. He also checked the student's understanding. He pointed the students to repeat back for checking the

understanding. Hence, the teacher was not using transitions such as; whole group to small group, and small group to whole group.

In the interview guide, the researcher found that the teacher always observed the instructional time based on the lesson plan. If the time was over, he continued the material in the next meeting or gave the students homework related to the material. He had a good management in the instructional time. Besides that, the teacher had some problem to handle the students because the student's activities in the class. In the VIII E class had difference student's characteristics.

The teacher told to the researcher in an informal situation that the VIII E class had hyperactive students. It meant that the teacher spent more time to manage the time when the teacher taught in this class. This was a problem to manage the instructional time in VIII E class.

In the field notes, there were some interesting notes showed by the teacher.

The researcher found that the teacher came in time. He never came in late while the researcher observed in the classroom. The teacher also managed the allocation time well because he always used the lesson plan effectively in every meeting.

The teacher always used lesson plan and syllabus. However, the teacher had a lesson plan but he did not use all elements in the lesson plan because sometimes there were some troubles in every teaching activity, so he needed to prepare other plans in the field, especially for VIII E because this class had some hyperactive students. He also used the same lesson plan for next meeting because the lesson plan could not be finished in a meeting. These phenomena forced the teacher to



think a lot how to manage the time effectively in the VIII E class. Therefore, the teacher had to prepare an alternative plan in the classroom.

#### 4.1.3 The Result of Instructional Strategies

In instructional strategies, the researcher found that the instructional strategies were not good enough. From the three instruments to collect the data, the researcher found that the teacher was not applying well the instructional strategies in the class. The three instruments were observation form, interview guide, and field notes. Besides that, the teacher was not applying all aspect of instructional strategies such as; the purpose of the lesson was not clearly stated, there was not instructional tool, and there were not strategies to make the student's interest.

In the observation form, the researcher found that the teacher was not good enough. Some interesting aspect of the instructional strategies were not applied well by the teacher in the classroom. First, the purpose of the lesson was not clearly stated by the teacher. He just merely taught the student without showing the purpose of the lesson to the students. Second, there was not instructional tool.

Third, one of the important of instructional strategies was the strategies itself. The teacher did not use an interesting strategy. He used independent work as the strategy to teach the students. The researcher found the students were boring because the teacher merely used independent work in every meeting. However, the teacher always monitored the student's attention to the lesson continually and the pace and tempo were appropriate for students.

In the interview guide, the teacher showed that he did not use some specific instructional strategies. He did not use group working as part of the instructional strategies. He did not use group working because the characteristic of the class itself. Meaning that, when he used group work, there were some students who did not work effectively. They would just be talking with their friends.

Finally, he chose independent practice as the instructional strategies. Hence, a strategy only was not effective to the students because a monotone strategy made the students bore in the class.

In the field notes, the researcher noted some findings related with the instructional strategies. The independent work was not effective to make the student's interest to the material. In addition, the researcher found a student sleeping when the teacher was explaining about the material. The teacher did not know because he did not control them continuously. The researcher also found that the students chatted with their friends while independent work strategy applied by the teacher. The students lacked of interest because the teacher did not combine other instructional strategies such as; group work and whole group.

#### **4.1.4 The Result of Behavioural Considerations**

The researcher found that the behavioural considerations were good enough. From the three instruments to collect the data, the researcher found that the teacher applied well the behavioural considerations in the class. The three instruments were observation form, interview guide, and field notes. In addition, the teacher almost applied all aspect of instructional strategies in the behavioural management such as; positive reinforcement and punishment.



In the observation form, the researcher found almost all aspect was fulfilled by the teacher. The teacher was visible at all time. Clear expectation was communicated regarding acceptable behaviour. Expectation regarding behaviour were posted clearly. Positive reinforcement also used by the teacher. The teacher used some variety of reinforcement such as; verbal and non-verbal positive reinforcement. All the procedure to manage the behaviour were taught, practiced, and feedback was given by the teacher. However, the teacher was not use the proximity controls to decrease inappropriate behaviour. Sometimes, the students also were not take responsibility for their behaviour.

In the interview guide, the teacher said that he used reward and punishment to control the behavioural consideration. He said that he gave the students rewards and punishments as the reinforced class routines. The teacher ever gave some special gift as rewards (money Rp.10.000) for the students who had the highest score in a semester in English subject. He also gave some to the students, hoping the other students could follow good achievements from other students. The teacher also gave some additional task as the punishment to the students. Then, he gave a deadline to do the task. If the students did not submit the task, so the students loosed to get score.

In the field notes, the researcher noted some notes in the field. There were some problems faced while the teacher taught class VIII E. The teacher had difficulties because the students' characteristic was hyperactive. It meant that the students always did unpredictable activities, such as singing in the class, not paying attention, sweeping the floor during the teaching learning activities, hitting

desk, sometimes quarrelling with other students, and going out and in the classroom without permission from their teacher. Hence, the big problem was the students' attitude. They did not pay attention when the teacher taught the materials. The teacher succeeded to handle of those student's characteristics and gave them a motivation change well. He was a patient teacher. He also had a good manner.

#### 4.1.5 The Result of Social Climates

The researcher found that the social climates were not good enough. From the three instruments to collect the data, the researcher found that the teacher was not applied the social climates in the class well. The three instruments were observation form, interview guide, and field notes. In addition, the teacher just applied some aspects of social climates in the classroom such as; the teacher listened to what students had and needed to say, and teacher's positive attitude.

In the observation form, the teacher showed that he had not a good relationship with his students. Teacher always listened to what students had and needed. However, the students did not listen the teacher well. Some students did not pay attention with the teacher. They also lacked of interest to the teacher. The teacher did not apply effective communication skills. He also did not use humour while the teaching activities. Hence, the situation was not good enough to build relationship between the teacher and students because there was not a humour or joking while the teaching and learning activities in the class.

In the interview guide, the researcher found that the teacher had not good enough in social climates. However, the teacher had a good rapport with his



students. He was a teacher who had to be a good teacher for his students. He tried to understand the condition of the students. Hence, there were some student`s bad behaviour so the teacher had not a good relationship enough to the students, the teacher always gave some punishment. Automatically, the relationship between the students and teacher was not good enough. The teacher ever told to the researcher about the bad habit of the students. He also told that this phenomenon happened because the school was different with other school. The school was private school. The teacher had to teach about what good attitude was itself before he taught about the academic ability. Academic ability and attitude had to balance each other but the important one in this school was attitude then the academic ability.

In the field notes, the teacher showed that the teacher often gave some punishment because the student had bad behaviour in the class. This phenomenon made the teacher decreased his relationship with the students. Sometimes, it worked to handle but sometimes, it did not work to the students. The teacher had to know other ways to handle the students who had a bad behaviour to make a good relationship both of them.

**4.1.6 The Student`s Behaviour**

The researcher found the student`s behaviour could influence the implementation of effective classroom management based on five aspects (physical arrangement, instructional time, instructional strategies, behavioural considerations, and social climates) in the class. From the three instruments to collect the data (observation form, interview guide, and field notes), mostly the

students had bad behaviour during teaching and learning activities. They were still carrying their bad behaviour, meaning that they often did some offensive activities such as destruction of school property, offending other students, smoking in school areas, being ill-mannered with their teachers, going out of the school during recess hours, and not paying attention to their teacher. These situations happened mainly because of the student's backgrounds; they did not develop good habits in their daily activities. Sometimes their habits were still carried by the students in the school.

There were some problems to implement the five aspects of classroom management in VIII E class. The teacher was not complete all five aspects of effective classroom management. He just implemented in instructional time and behavioural considerations. This situation was influenced by the student's bad behaviour during teaching and learning activities in the class. It was difficult to implement all aspects in this class because the teacher needed to handle the students one by one then continued the lesson. The teacher chose two possible aspects based on the real condition in VIII E class. Hence, the other aspects did not cover well because he thought that the three aspects (physical arrangement, instructional strategies, and social climates) was not possible to implement than the two aspects (instructional time and behavioural considerations).

**4.2 Discussion**

The researcher found some interesting finding related to the theory and the previous studies which were discussed further in this chapter. This discussion answered the problem of study. It was about how the teacher implement his



classroom management in English teaching and learning. The result of this research determined how the teacher implemented the classroom management in English teaching and learning of eighth-graders in SMP Ma`arif Batu.

#### 4.2.1 Physical Arrangement

In physical arrangement aspect, the researcher found in the finding that the classroom was not effective enough to support teaching and learning activities.

Based on the finding, the researcher saw that only the first observation showed a decent physical arrangement. The teacher was not consistent in paying attention to the physical arrangement. According to Brown (2007, p. 241-243), there were four categories of physical environment; sight, sound, comfort, seating arrangements, chalkboard use, and equipment. These were the classroom management which centre on the physical environment.

First category was sight, sound, comfort and seating arrangement. They were not controlled well. Some chairs and desks were not arranged neatly. The classroom was not clean enough. The black-board was not erased. The classroom was far from street noise but there were other noises from other class. However, the classroom air conditioning was cool enough because there were four windows as the air circulation.

Second category was seating arrangement. In VIII E class, the seating arrangement used traditional type (see figure 1, p. 16). Traditional type meant that, a desk would consist of two students, two chairs in a desk and also a desk for the teacher facing the student's seat. There were four rows in the classroom. Hence, there was a little difference because the teacher's desk was in the middle

of the students' seat. This teacher's seat made the students difficult to see the black-board and white-board.

Third category was chalkboard use. One of the teacher's greatest allies was the chalkboard. Visual input was given to the students from the chalkboard. It could help the students illustrate with words, pictures, graphs and charts. The chalkboard was neat and orderly in the chalkboard use. It made the student comfortable in visual input in teaching and learning process. However, the researcher saw that the teacher did not erase one of the boards. He only erased the white-board without erasing the chalkboard. There were some writings from other subjects in the chalkboard. It disturbed the students' focus on the English material.

Fourth category was equipment. Brown (2007, p. 243) argued that it was very important to use equipment in the classroom. It supported the teaching and learning to help the teacher deliver the material. One of the equipment was electricals equipment. There was projector, audio, video player, et cetera. There was not electrical equipment used by the teacher. The teacher never used projector when he taught his students. He just merely used textbook and boards as the equipment to teach the students in the classroom.

One of the importance in physical arrangement was seating arrangement. There were some possible seating arrangement layouts that could apply in the classroom. According to Wright (2005, p. 307), there were horseshoe and restaurant types of seating arrangement. Restaurant type was seating arrangement type designed for group working. Horseshoe type was designed to make the



teacher easier to handle the whole students. The horseshoe type was an effective seating arrangement because the teacher could reach every student all the time.

#### 4.2.2 Instructional Time

The teacher managed the instructional time decently in VIII E class. In the previous literature, Hoover, et.al (2003, cited in Wong and Wong 1998, p. 20)

described about the different types of scheduling time in the school. Wong and

Wong divide the time into four types. The first type was allocated time. The

allocated time refers to the total time for teacher instruction and student learning

in the classroom. For example, the schedule of teaching activity for every subjects

by the teacher, scheduling an announcement, and recess hours. In English subject,

the teacher would be on time to start the teaching and learning. During three

observations, he never came late. He started the class with greetings. The second

type was instructional time. He managed the lesson plan effectively in every

meeting. He spent 5 minutes to check the attendance of the students, 20 - 25

minutes to remind the students about the previous material, 30 minutes to give an

explanation of today's material, and 25 minutes to check the student's

comprehension. The third type was the engaged time. The teacher always

communicated with the students during teaching and learning. There were two

communications between the teacher and the students. Asking, discussion,

questioning, and answering happened in the class. The teacher facilitated the

engaged time. The fourth was academic learning. In this type, teacher tried to

receive the knowledge but most of the student's lack interest in the subject.

In the interview section, the teacher told to the researcher that there was a problem when he taught in VIII E class. The problem was to manage the instructional time. He told that the students' characters were quite different than other classes. The class had the hyperactive students. Thus, the teacher had to handle the students first then tried to transfer the material. The teacher mentioned that it spent more time to handle the students.

#### **4.2.3 Instructional Strategies**

In the instructional strategies, based on Hoover, et.al (2003, p. 126) there were some strategies such as whole-class, small-group strategies, working in pairs, and working as an individual. The teacher used the working as an individual strategy (independent practice) when he taught his students. Independent practice meant that the students did the tasks individually based on the teacher instruction to them. The teacher told that an independent practice is suitable with the students' characters in the class. He hoped the students could improve their respective material comprehension skills.

In addition, based on Burden and Teaff's observation form, the researcher found in the instructional strategies that the teacher always used appropriate tempo and pace. He taught slowly because of the students' proficiency level. He also monitored the student's attention to the lesson continuously. The teacher's instruction was adapted based on student differences. Questioning was used by the teacher. The teacher also gave some appropriate feedbacks to the students. The materials and examples were up to date. The teacher just merely took the materials from textbook. Actually, the students lack interest on the materials given



by the teacher. The researcher saw the students were more interested on other activities during the class. Moreover, the teacher did not show the purpose of the material. There was no instructional tool and varied method. The teacher did not use any kinds of media and electronical equipment. The researcher saw that the students felt bored with the teacher`s strategy because it was monotonous in every meeting.

The researcher saw that the teacher used independent teaching strategy to taught the students. According to Richa (2014, para. 1), “independent study included a range of teaching methods that develop student skills like initiative, self-belief, time management and self-improvement. Students were encouraged to undertake a planned activity under the supervision of a teacher or guide”. The teacher needed to plan the process of feedback collection, monitor performance and provide the appropriate resources for independent study. Independent study focused on homework, assignments, et cetera. Aside with the statement above, the teacher did the independent teaching strategy which focused on homework and assignment. He always monitored the students one by one in teaching and learning process.

#### **4.2.4 Behavioural Consideration**

In behavioural consideration aspect, the teacher applied an important role to the students. He showed his competence and spiritual intelligence during the learning activities. Jayadi (2012, p. 173) described teacher`s competence as teacher`s ability to control and give motivation to the students in learning process.

Spiritual intelligence was applied by the teacher. The researcher saw that the

teacher was patient when he had challenges because of the student's bad behaviour during teaching and learning activities. He never got angry with the students. He always advised the students who had bad behaviour in the class.

These phenomena showed that the teacher had a good spiritual intelligence.

Reinforcement was one way to increase the students' motivation in the teaching and learning activities. According to Mulyadi (2009, p. 36), there were two processes to control the student's behaviour that relate to this research; they were positive reinforcement, punishment, and negative reinforcement.

1. Positive reinforcement dealt with rewards to the student's achievement.

Rewards were important to build the student's motivation. The researcher saw that teacher gave some positive reinforcement to the students, such as smiling, giving motivation, and saying "good" or "excellent" to the students.

2. Punishment is used by the teacher to decrease the student's misbehaviour. In

this research, the teacher used wise punishment to stop the student's bad behaviour. He gave the students additional task to make the students aware with their bad habits. He also gave a deadline to the students.

The teacher showed that he always become a friendly teacher to his students. He always communicated with his students in and out the classroom.

Becoming students' friend, he knew the problem and difficulties of the students in academics and individual problems. The teacher could improve his strategy in learning activities. Furthermore, the teacher was over patient to face the students.

It made the students not serious in achieving the subject. Sometimes, there was a



student who was not belittling their teacher because they habited their position as the teacher friend`s.

#### 4.2.5 Social Climates

Social climates dealt with the relationship between the teacher and students. According to the previous literature in chapter II, Hoover, et.al (2003, p. 20) argued that social climates were the social relationships that were established between the teacher-students and among the students. Good relationship between teacher and students could produce comfortable atmosphere for learning activity.

In truth, it was quite difficult to build good relationship between teacher-students

In addition, the teacher builds a good relationship with his students. Garret (2014, p. 45) said that teachers should have sense of humour, raw and welcoming personality, be able to provide extra help, be able to provide ongoing feedback, be able to encourage students to regulate their own learning, be available to talk, be sensitive to students' personal concerns, be able to learn about students' cultural backgrounds, and take a personal interest in students. All the specified ways could build a good relationship between teacher and students.

The researcher saw that the teacher had a good relationship with the students. The teacher was very friendly and had positive attitude. He never classified the students. He taught all student with the same portion. He also tried to understand the condition of the students. Furthermore, the teacher ever said in the interview section that the condition was difficult because the institution was private school. Some of the student`s character was not good enough. There were some students who misbehave not only in the school but also in their daily life.

The teacher felt hard to conduct a good relationship with the students' bad behaviour. He had to build a good example for his students. He also had to teach about what was a good attitude itself before he taught about the academic skills.

Academic skills and attitudes had to balance each other.

Aside with the teacher's statement, Mulyadi (2009, p. 23) argued that the teacher had a big contribution to create an optimal teaching condition. The teachers had a certain attitude; being fair, honest, and serious about their job as the teacher. The teachers had to give a good example to the student in daily life. The teachers are also open-minded with the students.

#### **4.2.6 The Student's Behaviour**

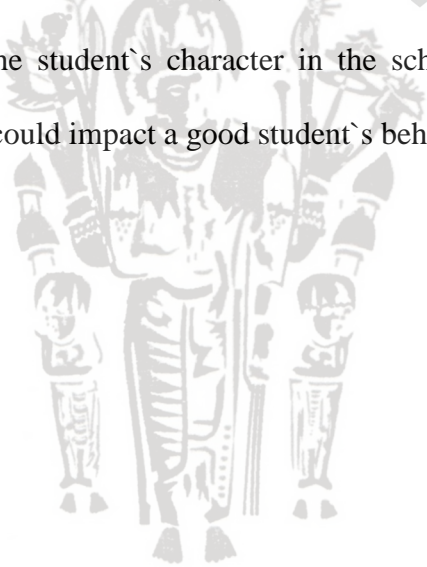
In the student's behaviour based on the finding above, the researcher found that the student's bad behaviour could influence the implementation of all aspects in effective classroom management. The situation happened because the students were not respected to the teacher. According to Hoover, et.al, (2003, p. 63) said that teacher could be a model to anticipate the bad behaviour in the class.

It meant that the teacher had to build a positive relationship with the students. The teacher must be a good model to the students. If the teacher wanted the students to be polite, the teacher should be polite; if the teacher wanted them to trust him, the teacher trusted them. It meant model commitment, promptness, enthusiasm for learning, anger control, consideration for others, honesty, and paying attention in an assembly. The teacher could apply this "model" as the strategies to decrease the student's bad behaviour in the class. If the student's bad behaviour decreased



in VIII E class, the teacher might apply all aspects of classroom management in the class.

In addition, teacher could decrease the student's bad behaviour with the student's character building. According to Lickona (2009, para. 5) stated that the definition of character building was an intentional effort to help someone until they could understand, paid attention, and did the main ethic values. The teacher should add the student's comprehension about how to keep cleanliness the classroom, arranged the seat neatly, et cetera. It helped the students to know their responsibility in the class. Furthermore, the character building also taught in the family. It supported the student's character in the school. A success character building in the family could impact a good student's behaviour in the school.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion. The conclusion is drawn from the research finding and the suggestions are addressed to the English teacher, and the future researcher.

#### 5.1 Conclusion

The researcher had drawn some conclusions based on the finding and the discussion which had been discussed above. The teacher had some positive and negative sides to implement the classroom management based on five aspects of classroom management. The positive sides were instructional time and behavioural consideration, and the negative sides were physical arrangement, instructional strategies, and social climates.

In positive side, first was in the instructional time. The teacher always managed the time effectively. The teacher never came late. He managed the lesson plan effectively in every meeting. Hence, the teacher got difficulties to handle the student's activities in the classroom because of the students' bad behaviour. It took more time to handle student behaviours first to be able to make the students focus to the material afterwards. Second was in the behavioural consideration. The teacher also implemented the materials effectively. He showed good behaviour management. He never left the classroom during learning process.

He gave the students positive reinforcements as rewards when the students showed good attitude in the classroom. He also gave wise punishments to stop the



students' bad behaviour. He gave additional tasks and also gave deadlines to submit the task.

In negative side, (1) the teacher could not manage the physical arrangement in the classroom well. The teacher was not consistent to pay attention to the physical arrangement; some chairs and desks were not arranged neatly, the classroom was not clean, the black-board was not erased, and the classroom was far from street noises but there were also noises coming from other classes. In addition, the seating arrangement used traditional type. The teacher can possibly use other types of seating arrangement in the classroom, such as horseshoe and restaurant type. The teacher also did not use ICT (Information Communication Technology) such as LCD projectors, audio, video player, et cetera. The teacher only used textbooks and boards as the equipment to teach the students. (2) In the instructional strategies, the teacher only fulfilled some checklist. The teacher used appropriate tempo and pace, independent practice as the strategies, and questioning to teach the students. He also monitored the students' attention to lesson continually, and gave some appropriate feedback to the students. However, the teacher had only merely used textbook without being supported by some media and electronical equipment. It made the students less interested towards the material. (3) In the social climates, the teacher and students had a little bit decent relationship. The teacher would act as the students' friend as well as being a teacher in the classroom. Hence, there were difficult situations where the teacher tried to handle the students' bad behaviour. Automatically, he would give them

some punishments then the students would not pay attention to him. This situation could have an impact to the relationship between the teacher and students.

The three aspects of classroom management were not fulfilled by the teacher. The teacher could not implement some aspects well, such as physical arrangement, instructional strategies, and social climates. He only had some good implementation in two aspects: instructional time and behaviour consideration.

The teacher chose two possible aspects based on the real condition in VIII E class.

Hence, the other aspects did not cover because he thought that the three aspects (physical arrangement, instructional strategies, and social climates) were less important than the two aspects (instructional time and behavioural considerations). Therefore, the implementation of classroom management was not good enough to support teaching and learning process.

## **5.2 Suggestion**

After drawing the conclusion, the researcher has some suggestions for the English teacher and the future researcher.

### **1. For the English teacher**

The finding showed that the teacher tried to implement the five aspects of classroom management well. However, the teacher only had good implementation in two aspects, such as instructional time, and behaviour consideration. It would be better if the teacher could increase/improve and balance those five aspects in order to create more comfortable and well-ordered implementation of classroom management. The researcher suggested to build student`s character building in order to decrease the student`s bad behaviour. If the student`s bad behaviour could



decrease, so it is possible for the teacher to implement all aspects (physical arrangement, instructional time, instructional strategies, behavioural consideration and social climates), not only the two aspects (instructional time and behavioural considerations) but also the three aspects (physical arrangement, instructional strategies, and social climates) could increase/improve and balance by solving the student's bad behaviour. The other teachers could also implement the classroom management based on five aspects of classroom management more effectively.

The other teachers could adapt or modify this research based on the result of the research.

## **2. For future researchers**

For future researchers who will conduct similar research, the researcher suggests they can make larger research to know what teaching method can be used and apply the implementation of classroom management well. Hopefully, the future researcher can find out the new theory from other expert to make some researches related to classroom management.

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**THE IMPLEMENTATION OF CLASSROOM MANAGEMENT  
IN ENGLISH TEACHING AND LEARNING FOR  
EIGHTH-GRADERS AT SMP MA`ARIF BATU**

**UNDERGRADUATE THESIS**

Presented to  
**Universitas Brawijaya in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan Bahasa Inggris***

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M. Aang Kunaefi

## ABSTRACT

Kunaefi, Mukhamad Aang. 2016. **The Implementation of Classroom Management in English Teaching and Learning for Eighth-Graders at SMP Ma`arif Batu.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, M.Pd

**Keywords:** classroom management, physical arrangement, instructional time, instructional strategies, behavioural considerations, social climates.

Classroom management is vital for an English teacher in order to be successful in teaching and learning process. Hence, the teacher should know how to manage the class well. This revolves around time management, including preparation of plans and transferring the materials to the students, steps of how teachers teach the students (otherwise known as the lesson plan), students' involvement and motivation, and sufficient control of students' behaviour. Based on the background of the study above, the researcher conducts the problem of the study as the following: "How does the teacher implement his classroom management in English teaching and learning of eighth-graders in SMP Ma`arif Batu.

The researcher uses three instruments to measure how the teacher implements the classroom management. The researcher uses observation form, interview guide, and field notes. The observation form is adapted from Burden (1995) and Teaff (2007). In the interview guide, the researcher prepared 16 questions related to the classroom management. The field notes used for collecting the data in the field. The subjective of the study is the English teacher and 21 students of VIII E class. The object of the study aims to know how a teacher implements the classroom management in English teaching and learning. In addition, this study uses descriptive qualitative research. The researcher conducts three times observation in two weeks. The researcher also conducts an interview to the English teacher of VIII E class.

The result of the study revealed that three aspects of classroom management are not fulfilled by the teacher because the students have bad behaviour. The teacher cannot implement some aspects well, such as physical arrangement, instructional strategies, and social climates. The teacher only has some good implementation in two aspects: instructional time and behaviour consideration. The teacher chose two possible aspects based on the real condition in VIII E class. Hence, the other aspects did not cover because he thought that the three aspects were less important than the two aspects. Therefore, the implementation of classroom management was not good enough to support teaching and learning process in the class. The researcher suggested to build student's character building in order to decrease the student's bad behaviour. If the student's bad behaviour could decrease, so it is possible for the teacher to implement all aspects of classroom management.



## ABSTRAK

Kunaefi, Mukhamad Aang. 2016. **Penerapan Pengelolaan Kelas pada Proses Belajar dan Mengajar Bahasa Inggris pada Siswa Kelas VIII di SMP Ma`arif Batu**. Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Devinta Puspita Ratri, M.Pd

**Kata kunci :** manajemen kelas, pengaturan fisik, waktu pembelajaran, strategi pembelajaran, pertimbangan perilaku, iklim sosial.

Pengelolaan kelas sangat penting untuk seorang guru bahasa Inggris agar dapat sukses dalam proses belajar mengajar. Oleh karena itu, guru harus tahu bagaimana mengelola kelas dengan baik. Ini meliputi pengelolaan waktu, termasuk penyusunan rencana pembelajaran dan mentransfer materi pembelajaran untuk siswa, langkah-langkah bagaimana guru mengajar siswa (atau dikenal sebagai rencana pembelajaran), keterlibatan, motivasi, dan kontrol yang memadai dari setiap perilaku siswa. Berdasarkan latar belakang penelitian di atas, peneliti merumuskan masalah penelitian sebagai berikut; "Bagaimana guru menerapkan pengelolaan kelas dalam belajar dan mengajar bahasa Inggris untuk kelas delapan di SMP Ma`arif Batu.

Peneliti menggunakan tiga instrumen untuk mengukur bagaimana guru menerapkan pengelolaan kelas. peneliti menggunakan bentuk observasi, panduan wawancara, dan catatan lapangan. Bentuk observasi diadaptasi dari Burden (1995) dan Teaff (2007). Dalam panduan wawancara, peneliti menyiapkan 16 pertanyaan terkait dengan pengelolaan kelas. Catatan lapangan digunakan untuk mengumpulkan data di lapangan. Subjek penelitian dari penelitian ini adalah guru bahasa Inggris dan 21 siswa kelas VIII E. Objek dari penelitian ini juga bertujuan untuk mengetahui bagaimana guru menerapkan pengelolaan kelas dalam proses belajar mengajar bahasa Inggris. Selain itu, penelitian ini menggunakan penelitian deskriptif kualitatif. Peneliti melakukan tiga kali pengamatan dalam dua minggu. Peneliti juga melakukan wawancara untuk guru bahasa Inggris di kelas VIII E.

Hasil penelitian mengungkapkan bahwa tiga aspek pengelolaan kelas tidak dipenuhi oleh guru karena siswa memiliki perilaku buruk. Guru tidak menerapkan beberapa aspek dengan baik, seperti penataan fisik, strategi pembelajaran, dan iklim sosial. Guru memiliki beberapa penerapan yang baik dalam dua aspek: waktu pembelajaran dan pertimbangan perilaku. Guru memilih dua aspek yang mungkin didasarkan pada kondisi nyata di kelas VIII E. Sebab itu, aspek-aspek lainnya tidak dilaksanakan karena ia berpikir bahwa tiga aspek adalah kurang penting dibandingkan dua aspek. Oleh karena itu, penerapan pengelolaan kelas kurang dilakukan dengan baik dalam mendukung proses belajar mengajar di kelas. Peneliti menyarankan untuk membangun karakter siswa untuk mengurangi perilaku buruk siswa. Jika perilaku buruk siswa bisa berkurang, maka akan memungkinkan bagi guru untuk menerapkan semua aspek pengelolaan kelas.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>DECLARATION OF AUTHORSHIP</b> .....	ii
<b>SUPERVISOR'S APPROVAL</b> .....	iii
<b>BOARD OF EXAMINERS' APPROVAL</b> .....	iv
<b>ACKNOWLEDGMENTS</b> .....	v
<b>ABSTRACT</b> .....	vii
<b>ABSTRAK</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Problems of the Study .....	6
1.3 Objectives of the Study .....	6
1.4 Significance of the Study .....	7
1.5 Definition of Key Terms .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Classroom Management .....	9
2.2 The Key Elements of Classroom Management.....	12
2.2.1 Physical Arrangement .....	13
2.2.2 Instructional Time .....	18
2.2.3 Instructional Strategies.....	19
2.2.4 Behavioural Considerations .....	21
2.2.5 Social Climates .....	22
2.3 Teacher's Role and Styles .....	23
2.4 Previous Studies .....	24
<b>CHAPTER III RESEARCH METHOD</b>	
3.1 Research Design .....	28
3.2 Research Setting and Subject of Study .....	29
3.3 Research Instruments .....	29
3.3.1 Observation Form .....	29
3.3.2 Interview Guide.....	30
3.3.3 Field Notes .....	30
3.4 Data Collection.....	31
3.5 Data Analysis .....	32
3.6 Data Triangulation .....	32



## **CHAPTER IV FINDING AND DISCUSSION**

4.1 Finding .....	34
4.1.1 The Result of Physical Arrangement .....	34
4.1.2 The Result of Instructional Time .....	36
4.1.3 The Result of Instructional Strategies .....	38
4.1.4 The Result of Behavioural Considerations .....	39
4.1.5 The Result of Social Climates .....	41
4.1.6 The Student's Behaviour .....	42
4.2 Discussion .....	43
4.2.1 Physical Arrangement .....	44
4.2.2 Instructional Time .....	46
4.2.3 Instructional Strategies .....	47
4.2.4 Behavioural Considerations .....	48
4.2.5 Social Climates .....	50
4.2.6 The Student's Behaviour .....	51

## **CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	53
5.2 Suggestion .....	55

<b>REFERENCES</b> .....	57
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<b>APPENDICES</b> .....	60
-------------------------	----



LIST OF FIGURE

Figure

Page

1. Types of Seating Arrangement Adapted from Wright..... 16





## APPENDICES

### Appendix

### Page

1. The Observation Form Adapted from Burden and Teaff.....	61
a. First Observation.....	64
b. Second Observation.....	67
c. Third Observation.....	70
2. Question List of Interview Guide for the English Teacher.....	73
a. The Blueprint of Question List of Interview Guide for the English Teacher.....	74
b. Transcript of Interview with the English Teacher.....	75
c. The Description of Interview Guide with the English Teacher.....	80
3. Field Notes Form.....	84
a. First Field Notes.....	85
b. Second Field Notes.....	87
c. The Third Field Notes.....	89
4. The Research Admission Letter.....	91
5. The Research Official Letter.....	92
6. Picture of VIII E Class while Teaching and Learning Activities.....	93
7. The Brief List of Thesis Writing Process.....	95

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents introduction of the study which consists of five sub-chapters: background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms.

### 1.1 Background of the Study

Classroom management is vital for an English teacher in order to be successful in teaching and learning process. Hence, the teacher should know how to manage the class well. This revolves around time management, including preparation of plans and transferring the materials to the students, steps of how teachers teach the students (otherwise known as the lesson plan), students' involvement and motivation, and sufficient control of students' behaviour. In addition, Dymoke et.al (2013, p. 117) conveys that classroom management is a central concern of a teacher as a beginner, since they need to ensure that the classroom is a secure and positive place where learning can take place.

The importance of classroom management is managing classroom in order to create effective learning. Harmer (2007, p. 34) states that if the teachers want to manage classrooms effectively, the teachers should be able to handle a range of variables. These include how the classroom space is organized by the teachers.

Therefore, teachers should produce good atmosphere in the classroom, such as making group works and organizing classroom time. Teachers need to consider their place when they teach the materials and they are supposed to reach the entire



classroom. Their voices are an important asset every time the teacher delivers the materials. The teacher should choose the topic of the materials which are related to their culture or situation that happens around them so that the students can easily comprehend the materials. Besides the teacher's voice and the choice of the topic and materials, the teachers should think about the teaching strategy, the ways of how teachers teach and how the students can increase their knowledge through the teacher as teaching and learning process. These are the key factors of classroom management. However, all of the activities in classroom management focus on delivering the materials to the students well.

In addition, Burden (1995) and Teaff, (2007) explained that there are five aspects of effective classroom management: physical arrangement, instructional time, instructional strategies, behavioural considerations and social climates. Not all English teachers worry about how to make effective classroom for teaching and learning. They mostly do not apply five aspects of effective classroom management. They only merely teach the materials without knowing how to create effective classroom management.

Teachers act as leaders in the classroom. They take the centre role of teaching and learning activity. In addition, teachers and students are part of the teaching and learning. The important role of the teachers is to make successful learning for the students as the objective of learning, as well as being able to transfer the materials for the students to receive and comprehend. The researcher agree that this phenomenon happens not only in the school but also in some non-formal teaching and learning, such as in English courses.

Students have their selections of favourite teachers or “good teachers” but they do not know what “good teachers” look like. Harmer (2007, p. 23) conveys that teachers can be good or not when they have interesting personalities because they would have interesting things to say when teachers teach the students, and this is probably because the teachers enjoy and love their job as teachers. It is quite difficult to identify who “good teachers” are because every single teacher has their own different ways and different goals. Some teachers are more extrovert or introvert than other teachers. Furthermore, different teachers have different fortes and faintness. Good teachers are available because of their talent to teach since they were born, causing it to be a natural ability for the job. For some teachers who do not have the natural ability to teach, they would have to try to build their ability. This is why these teachers have same teaching abilities but different ways of becoming good and popular teachers. As a result, good teachers are able to make successful teaching and learning processes, allowing the students to progress more than before because the students know about what they learn from the teachers’ explanations.

Teachers also have to understand the concept of classroom interaction. Some classes are different and every subject also engages different classroom interactions. It depends on how the teachers build a bridge to link with the students for successful learning. In this situation, especially for English subject, the teachers have to start their teaching through communicating with their students because teachers should build an interaction with each other during teaching and learning. The researcher agrees with the statement by Brown (2000,



p. 169), where it is mentioned that teachers need to create interactive learning which can provide opportunity for the students to engage in communicative activity for further teacher-student interactions.

In SMP Ma'arif Batu, teachers have some challenges of implementing a classroom management. One of the English teachers at SMP Ma'arif Batu, Mr. Suprpto, stated that some eighth-graders in SMP Ma'arif Batu are still carrying their bad behaviour, meaning that they often do some offensive activities such as destruction of school property, offending other students, smoking in school areas, being ill-mannered with their teachers, going out of the school during recess hours, and not paying attention to their teacher. These situations happen mainly because of the students' backgrounds; they do not develop good habits in their daily activities. Sometimes their habits are still carried by the students in the school. All situations above happen in VIII E class of SMP Ma'arif Batu.

Previously, there are some similar studies which focus on classroom management. The first previous study was conducted by Astuti (2015) entitled "The effectiveness of classroom management in English language teaching and learning for tenth grades of SMA Panjura Malang". The researcher used 5 aspects in the observation form to know the result of the study. They are physical arrangement, instructional time, instructional strategies, behavioural considerations, and social climates. This study was success because all aspects of effective classroom management in SMA Panjura was applied enough to support teaching and learning process. It can be concluded that in SMA Panjura had an effective classroom management. Kurniawan (2012) also conducted similar study

on classroom management entitled “the classroom management by an English teacher at the third grade of International Laboratory Primary School State University of Malang”. In this study the researcher focused on classroom instructions. Based on the observation form showed that teacher did not use opening class, closing the class, asking questions, and giving reinforcement optimally. English teacher did not show enough skills to make the classroom interaction between teacher and students to create an effective classroom management. Hence, teacher needed to be more creative in teaching.

From previous studies discussed above, the researcher is interested to conduct similar study focus on classroom management. There are some differences between this study and the previous studies. The first previous study takes a senior high school, but this research takes a junior high school as the object of the research. It is focused on the effectiveness of classroom management, but this research focuses on the implementation of classroom management which is done by teacher in teaching and learning activities. Furthermore, the second previous study was difference with this study. It conducted to know how teacher managed their classroom instructions from beginning until finishing the class without specific aspects but this research has specific aspects to know the implementation of classroom management such as physical arrangement, instructional time, instructional strategies, behavioural considerations, and social climates.

Teachers should also know about the characteristics and backgrounds of the students in order be able to create effective classroom management. They have



to implement the classroom management effectively. Therefore, in this research, the researcher wants to conduct a research in SMP Ma`arif Batu to find out how teachers implement the classroom management based on Burden and Teaff's five aspects of classroom management. It consists of five aspects: (1) physical arrangement, (2) instructional time, (3) instructional strategies, (4) behavioural considerations, and (5) social climates. By conducting this research, it is expected that English teacher can implement the classroom management effectively based on five aspects. Hence, English teacher can create an effective learning in the class.

### **1.2 Problem of the Study**

Based on the background of the study, the researcher conducts the problem of the study as the following: "How does the teacher implement his classroom management in English teaching and learning of eighth-graders in SMP Ma`arif Batu?"

### **1.3 Objective of the Study**

This research aims to know how the classroom management in English teaching and learning of eighth-graders in SMP Ma`arif Batu.

#### **1.4 Significance of the Study**

The significance of this study is expected to be useful:

1. For the English teacher: this research can serve as a reference to the teachers in order to be able to create and implement of classroom management in English learning.
2. For other English teacher: based on the result of this research, other teachers can adapt or modify this research as model or apply this to their teaching activities in the future.
3. For the institution of SMP Ma`arif Batu: this research can give them a reference on how to manage a classroom during teaching and learning, especially in English subject and other subjects.
4. For the future researcher: this research can act as a reference for the future researcher to conduct a better research in further researches.

#### **1.5 Definition of the Key Terms**

The researcher provides the definition of key terms shown in the title of this study, which is “The Implementation of Classroom Management in English Teaching and Learning for Eighth-Graders of SMP Ma`arif Batu”.

1. Classroom management is an activity where the teacher teaches and organizes their class through some elements such as students, time and space, seating arrangements and the choice of materials used to conduct a teaching and learning situation (Wong, 2007, p. 1). In addition, classroom management is a central concern of a teacher as a beginner, since they need to ensure that the



classroom is a secure and positive place where learning can take place Dymoke et.al (2013, p. 117).

2. Physical arrangement is a physical classroom plan which includes of desks, chairs, black board or white board, lighting, seating arrangement, and all things in the classroom itself (Mulyadi, 2009, p. 136-143).

3. Instructional time means that the time teachers are actively teaching (Hoover, et.al, 2003, p. 20).

4. Instructional strategies are some strategies used by teachers to make successful learning. These strategies are whole-class, small-group strategies, working in pairs, and working as an individual (Hoover, et.al, 2003, p. 126).

5. Behavioural considerations relate to communicate, reinforce class routines, and procedures of the teachers to the students (Brophy, 1998, para. 3).

6. Social climates are the social relationships that are established between the teacher and students and among the students (Hoover, et.al, 2003, p. 20).