



## The Effective Classroom Management by English Teachers in High School

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<http://dx.doi.org/10.18415/ijmmu.v8i11.3062>

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### **Abstract**

Classroom management allude to those exercises of Classroom teachers Visit establish a positive classroom environment inside which effective teaching and learning can happen, one of the significant things in the learning interaction is the way the classroom management that creates it can without much of a stretch for understudies to get the learning cycle and the understudy's accomplishment can be accomplished. The foundation of the research was English teacher are the vital figures in the learning cycle. The motivation behind the research was to discover profoundly about what the successful the classroom management were utilized by the English teacher in educating English. The strategy utilized in this research was an illustrative subjective examination. The subject of the research was English teachers in the Senior Secondary School Al-Ikhlâs Lubuklinggau. The information was gathered through perception and meeting. The after effect of information examination showed that there were two classifications in the ability of classroom the executives in instructing English. The two classifications were teachers' jobs and the classroom management. The outcome was a representation that English teachers were exceptionally worried about effective teacher, explicitly on the classroom management.

**Keywords:** *The Effective Teacher; Classroom Management; Teaching English*

### **Introduction**

Teacher plays very important roles in educational practice because the teachers conduct a learning teaching process, which is one of the cores of the educational activity. In addition to play their roles. The teachers also need strategies and method to maintain conducive classroom environment so that the students are success in learning process and gaining the learning objectives. In divides the role of the teacher in the classroom into five major rules, the teacher as a controller, prompter. participant, resource and tutor (Harmer 2012). The role that teachers take on is dependent on what they wish the students to achieve. Therefore, teachers should be able to adopt variety role which facilitate learning. However, some teachers only act as controller or as tutor. As a controller makes sense. for example, when giving explanation, organizing questions and answer works, lecturing, making announcement, or bringing a class to order. Indeed. such leadership may have an effect on a group. especially in the early stages. In many educational contexts teacher's role is the most common, and many teachers fail to go beyond it since

controlling the most comfortable is a pity because by sticking to one mode, teachers deny themselves and the students, many other possibilities and modes of that learning

According (Brekelmans, Wubbels, and Den Brok 2002), effective classroom management is by and large dependent on the "standard of building up a positive classroom climate incorporating viable teacher understudy connections. Characterize classroom management as "the moves teacher make to establish a climate that backings and works with both scholastic and social enthusiastic learning" (Evertson and Weinstein 2006). This definition focuses on the obligation of the educator and relates the utilization of classroom management Methodologies to different learning objectives for students. Subsequently, classroom management and teacher' job impact the accomplishment of the students. Teacher need to realize how to deal with the class and assume their parts well. It is intriguing for the specialist to learn about classroom management and how English teacher deal with the class in learning measures. Other than that, characterizes super teacher, successful teacher, or master teacher as teacher who can instruct and simultaneously establish a learning climate inside the class to the point that the students appreciate learning and love to learn under that teacher Subsequently, classroom management and teacher' job impact the accomplishment of the understudies. Teacher need to realize how to deal with the class and assume their parts well. It is intriguing for the specialist to learn about classroom the board and how English teacher deal with the class in learning measures. Other than that, characterizes super teacher, successful teacher, or master teacher as teacher who can instruct and simultaneously establish a learning climate inside the class to the point that the understudies appreciate learning and love to learn under that teacher (Hattie 2003). Teacher are fundamentally the columns who are liable for the achievement or disappointment of our instructive framework.

The purpose of this study is to find what comes to pass in the classroom and to recognize the compelling of classroom management. Teacher need to realize how to deal with the class and assume the parts well It is Fascinating for the specialist to concentrate on the success of classroom management and how English teacher deal with the Class in the learning cycle.

### ***Literature Review***

Classroom Management, according to (Q. Mudasir et al. 2012) said that management is the capacity or expertise to get an outcome to arrive at the motivation behind other individual's exercises. Other hand according to Mudasir (2011:2) said that classroom is room that is the room that is restricted by four dividers for some understudies to accumulate to follow the way toward learning. Another meaning of Classroom management is the teacher' exercises in the classroom that make and keep up with' ideal conditions for the event of the learning process (Marmoah and Denmar 2017). According (Wilford 1996) classroom management Is a bunch of teacher's exercises to make and keep a decent relational connection and socio passionate environment of the positive class. According to (Rukmana and Suryana 2009) said that the effectiveness of the understudies in learning was affected by the teaching and learning system that had been done by the teacher. because of that the teacher was forced to understand about the filosofis of teaching and learning itself. that students have the potential to evaluate the effective classroom management components (Al-Momani, Allouh, and Al-Homran 2012). (Cooper 2013) said that classroom management is the entire of teacher' movement to work on the positive conduct of understudies and to lessen the negative conduct of understudies this is identified with the social adjustment of the students. Figure out how to establish and deal with an advancing classroom climate with models that are basic and simple to apply to any classroom circumstance (Walters and Frei 2007). the student's success in learning is largely determined by the learning strategies conducted by the teacher. Peachers are required to understand the basic components in conducting learning activities in the classroom. One of indicators a professional teacher has is the ability to manage the classroom.

From many perspectives about the classroom, the executives above can infer that classroom management is the teacher's exercises in the classroom to make and keep up with the student exercises in the class so the teaching efficiently and the motivation behind the investigation can be accomplished.

Teachers' Role, Teacher assume vital parts in instructive practice. It is the teacher who direct a getting the hang of showing measure, which is the center of the instructive movement. One significant is guidance about scholarly substance to advance in understudy the improvement of information toward critical thinking and inventive exertion. Teacher runs their work if the actual teacher did all of the exercises that match with their work because of that teacher should realize what is the primary occupation of them (M. Mudasir 2011). There are two significant's jobs of the teacher in the classroom.

The first is as the board work that is to make the condition under which learning can occur. Also, the second is as educational capacity Hit a significant by an assortment of means and information to their student. According to (H. Mudasir n.d.) said that teacher's role in classroom management is There are two significant's jobs of the teacher in the classroom. The first is as the board work that is to make the condition under which learning can occur. Also, the second is as educational capacity Hit a significant by an assortment of means and information to their student.

There are seven jobs of teacher in the classroom which are vital to comprehend and the educator needs to assume the parts well. The first teacher's role is as a learning asset, a decent educator as a learning asset is if he/she can dominate the learning material. Second, the teacher is a facilitator, the job of the teacher is assisting to make simple learning exercises. Third, the teacher as a decent administrator is an teacher who can establish a learning environment where the students can learn in an agreeable climate. Fourth, the teacher as a demonstrator implies the educator can show the understudies all that can make understudies more comprehend and appreciate in all messages are introduced. Fifth, the educator is an aide, because the understudies are extraordinary people and they have contrasts in certain perspectives like an ability, interest, capacities, etc, those distinctions require the teacher to go about as a guide. Sixth, teacher as an inspiration, the learning cycle will be effective when understudies have the inspiration to adapt so the educator needs to stir understudies' inspiration and premium. The last is teacher as an evaluator, the job of the teacher is to gather the information or data about the achievement of the discovering that has been done, and there are two elements of assessment. The first is for students to decide students' accomplishments and the second is to decide the teacher' accomplishment in carrying out all exercises that have been customized.

From many perspectives about classroom management above, we can infer that the teacher's job in the classroom is vital to comprehend and the teacher needs to assume the parts well. There are seven jobs of teacher in the classroom are: teacher's job is as a learning asset, teacher as a facilitator, teacher as a decent chief, teacher as a demonstrator, teacher as an aide, teacher as a spark, and teacher as an evaluator.

Teaching English, according to (Jeremy harmer 2001), many undertakings make an important commitment to the teaching and learning of English. Instructing is a mind-boggling and dubious calling, and the training: writing is brimming with instructing models that present differed conceptualizations of the idea of teaching. (Dörnyei and Murphey 2003) suggest that a gathering cognizant showing style includes expanding support of and dependence on the gathering's assets and the dynamic assistance of self-ruling discovering that is as per the development level of the gathering. The center of the showing cycle is the plan of conditions inside which the understudies can collaborate and concentrate on how to learn.

The emphasis of language teaching change by the time. up to the quarter of the 80th century, the standard practice in schools was to interpret from the second language into the main interpretation way previously took the situation of showing sentence structure (Setiyadi n.d.). Other than that, and other instructing is more than a bunch of techniques (Crawford, Saul, and Mathews 2005). Teaching Showing

great means tending to a bunch of destinations, for a specific gathering of Understudies, at one point in the school year. With specific assets, inside a specific time. In a specific school and local area setting. It implies discovering harmony between direct guidance and arranging the exercises of people and gatherings of understudies. It's implied that fostering Understudies' abilities and methodologies for mastering, simultaneously they become familiar with the substance of the educational program. From the clarification above, can infer that Showing English is the course of action of conditions inside which the understudies can Communicate and concentrate on how to learn and above a bunch of techniques in English.

### **Method**

The design of this research is qualitative research. Stated by (Nunan 2005) subjective research accepts that all information is relative, that there is an abstract component to all information and research, and that all-encompassing ngeneralizableinvestigations are reasonable an ungeneralizable research is one in which the experiences and results created by the research can't be applied to settings or circumstances past those in which the information was gathered. The text investigates the intricate connection between the more conventional techniques for subjective social research and the discipline of ethnomethodology (Ten Have 2003). Meanwhile, (Sugiyono 2010) stated, Qualitative research is research method that is used in natural Setting, where the researcher acts as the key instrument, the technique of collecting data is done in triangulation, the data is analyzed inductively, and more emphasized to meaning than generalization. Qualitative research within current debates about research methods and alternative ways of knowing. While the authors approach the subject from a sociological perspective, they also take care to reflect the many changes in conceptualization of qualitative research brought by post-structural and feminist though (Bogdan and Biklen 2006). The subject of the research in this Investigation is two English teacher of Senior Secondary School Al-Ikhlas Lubuklinggau. In to gather the important information for the point of this investigation, various information assortment strategies were utilized to accomplish triangulation (Creswell and Poth 2016). Meanwhile, (Cohen, Manion, and Morrison 2013) states the researcher can use field notes, participant observation journal notes, interviews, diaries, life histories, artefacts, documents, video recording, audio recording etc.

In the research of effective classroom management, the researcher methodology that issued an collecting the data is focused on the English teachers' experiences. The data in this research are collected by outing observation and taken from the interview. To analyze the data in this research, the researcher uses Miles and Huberman's analysis data model the data analysis is done in three stages consist of data reduction, data display, and conclusion of verification.

### **Result and Discussion**

Based on observation result the two English teachers discovered the models of a compelling class the board, from thirteen standards' and two gatherings of specialists, tracked down that English teacher utilize the ordinary stages in the learning interaction.

The first stage is Pre-activity, there are three activities. In the first activity, both the English teachers are doing the greeting before starting learning. The second activity, appreciation at this stage the first English teacher is always doing its appreciation to the students before the start of the lesson, while the second English teacher at the second meeting did not do its appreciation to learners. The third activity is student's motivation in this stage, the first English teacher at the first meeting who did not do it, so while the second English teacher did not do it at the second meeting. The second stage is While-activity, there are eight activities. The first activity is asking question at this stage, the first English teacher did ask question twice and the second English teacher at the first meeting but did not do so at the next meeting of

the teachers do asking question to the leaners. The second activities are behavior in this stage, the first English teacher one hundred percent attention to the behavior of learners but at the second English teacher at the second meeting did not pay attention the behavior of the learners. The third activity in this stage that is disciplined, both the first English teacher and the second English teacher do it every time. Then the fourth activity Is interest, the first English teacher at the first meeting and the last meeting did not pay attention to interest learners and teachers are both very concerned interest of learners. The fifth activity is stage passion to learn, the first English teacher at the first and second meeting the English teacher did not notice, whereas the second English teacher was very concerned visible from the observation of the first meeting to the last. And then the next activity is dynamics group, feet feeling and set up, both the English teachers noticed that the learners remain comfortable in the learning process. The last stage is past-activity, there are two activities. The conclusion and assignment in this stage of two meetings, the first English teacher and second English teacher gives conclusions and assignment according with the materials provided.

**Table 1 The Result of Observation**

Teacher Activity	Teacher 1			Teacher 2		
	Enough	Good	Very Good	Enough	Good	Very Good
<b>Pre-activity</b>						
Greeting			√		√	
Appreciation			√	√		
Student's Motivation		√			√	
<b>While-activity</b>						
Asking Question			√		√	
Behavior		√			√	
Discipline			√			√
Interest	√					√
Passion to Learn		√				√
Dynamics group		√				√
Fit Feeling			√			√
Set Up	√			√		
<b>Post-activity</b>						
Conclusion	√				√	
Assignment	√			√		
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>

Based on interview result, from two English teacher, under the 'teacher' job' classification, the teacher noticed are noted to have regard for their understudies in the class. They call them by name and they know their understudies well. They can perceive the powerless, the calm, and the individuals who appear to rule classroom conversation more often than not. They continually remind the class that they might want the more fragile ones to attempt. They generally search for understudies not setting up their hands and urge them to reply. They ingrain trust in the more vulnerable ones, simultaneously passing on a feeling of sharing, persistence, and comprehension to the entire class. There are the field notes of the aftereffect of the meeting.

Q = What do you figure the initial step you ought to do to all the more successfully learn in class?

A = I believe that first, we need to set ourselves up to take. keep the temperament to remain loose with the goal that we can educate to the most extreme. The subsequent we get ready to exercise plans (RPP). While planning media for learning in the classroom so as not exhausting, for instance: The English language rendition of the riddle game. you can likewise pay attention to the tunes of the English language since it can prepare students to listening.

Q = How would you teacher English to students that are hard to reach?

A = I moved toward the student. Take a gander at what she enjoys and ask what she didn't care for. At the point when we know what he enjoys we can offer help to the positive things that he did. Then, at that point, we can get the material to his understanding with what her inclinations, with a decent way to deal with cause students more students to feel thought often about and he would attempt to genuinely contemplate.

Q = What is the criteria of good teachers are able to create a comfortable learning atmosphere?

A = For me, the criteria of good teachers are able to create a comfortable learning are many criteries. As a teacher must have roles in the teaching learning process. Beside as a teacher, think the teacher as a controller, prompter, participant, resources, and tutor too.

Based on some questions about classroom management, the English teachers know about the basic concept classroom management, they said that with basic concept of classroom management the English teachers could manage the classroom when it doing learning and teaching program.

Q = As a teacher of the class, do you have a method that you use for teaching in your class?

A = My methods in my class are learning, exercise, and practice with your companion and teacher.

Q = How to make your class become more effective?

A = To make my class become effective I always give my students some question about them last subject or test the vocabularies for new student in preschool class.

Q = What do you think about classroom management in teaching English?

A = the one to note is the class situation, action and creative selection, and the purpose of the management class are children respond in kind to treatment were polite and attentive. It means that the behavior of the students considered how high. how well and how much of the observed patterns of behavior to her teacher in the classroom. They will work diligently and with a concentration in performing tasks according to their abilities, and a by looking at environmental factors and emotional students means every student has the emotional level is different, even to each student at different times.

Q = What is your problem when you teaching in English?

A = New words are my problem. The environment Is also very influential on the course of the learning process even more Study, in order that class effective that is very concerned about the climate of learning, he way we relaxed in the study will make the child feel comfortable and not strained. We must also appreciate any comments or praise that is given by the students. If I have a problem in that class, that the problem in study of its current decreasing motivation of learners to overcome this matter. I give praise

to the learners. The praise given is constructive. With the compliments students will be more motivated to get better performance again.

Based on interviews can concluded that both English teachers understand about classroom management and understand how to cope with various problems that arise in the classroom and how to keep the class can continue to operate smoothly without any obstacles in the learning process. The English teacher did the classroom management in the classroom as well as possible, teacher's approach describes how students acquire their knowledge of the language and made good action relate the classroom management condition which promoted successful language learning not only in physical but also the students' mentality. The teacher's action in classroom management made the students are likely to follow them willingly unless they have confidence in them professional abilities. Students need to believe that we know what we are doing. An effective, English teacher would demonstrate all the skills listed in the two broad categories, there are teacher's role and classroom management.

### **Conclusion**

Based on observation about classroom management from two English teachers and thirteen criteria's, the conclusions are: from the first English teacher, the observation about asking question, interest, set up, conclusion, and assignment. The first English teacher is very concerned about that. And then the second English teacher is greeting, interest, passion to learn. dynamics group and the last is fit feeling. the English teacher create and maintain conditions favorable class for students learning environment in order to grow the active, creative, effective. and fun: Based on the interview result can concluded that both English teacher's classroom management is good enough it's Just a different way of addressing his students. From two English teachers, the second English teacher management class is better than the first English teacher because the second English teacher can handle problems in the learning process; and an effective teacher would demonstrate all the skills listed in the two broad categories, there are teachers' role and classroom management.

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