

## Exploring Classroom Management In Teaching And Learning English: Case Study At Aekhayuara Islamic Boarding School Sibuhuan North Sumatera

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### Abstract

*The aim of this study is to describe the classroom management practiced by English teachers during their teaching in Aek Hayuara Islamic Boarding School and to investigate the factors affecting the classroom management teaching process. This study was carried out with a qualitative research design. Participants of this study were eighth grade English teachers at an Islamic secondary school, Aek Hayuara Sibuhuan North Sumatera. Data were collected through observation and interviews. Observations and semi-structured interviews were used to collect data on classroom management. Education researchers work to understand the actual classroom management process. Data reduction, data presentation and data analysis methods using data result. In this study, the diversification method was used to evaluate the validity of the data. The research findings are as follows: (1) English teachers at Aek Hayuara Sibuhuan Islamic Junior Boarding School conduct classroom management in English. (2) However, the researchers found that not all aspects of classroom management are used by English teachers. (4) It has been shown that there are some effects on classroom management in English teaching; lack of accommodation, overcrowded classrooms, teacher planning and preparation, and classroom discipline. Through this study, the researchers suggest that all English teachers should be able to learn classroom management strategies in the teaching process because the learning process can be improved by using classroom management strategies.*

*Keywords: Classroom management, English, teaching and learning process.*

### Introduction

Teaching and learning English is the way to deliver content that students will learn about English. The purpose of teaching and learning English should be for students to acquire knowledge and understand English. One of the most important skills that an English teacher must have in learning how to teach English is the ability to set categories. Marzano (2003), reports that the most significant position of the English teacher among other positions is that of an administrator. The teacher must be able to organize the categories well and provide situations that allow students to practice so as to get the desired results. In addition, the teacher must be

able to control and overcome if there are obstacles in the class. In this way, it can be concluded that the most important thing in learning how to teach English is classroom management.

Teaching and learning English especially in Indonesia is focused on ability of students' communication which can be in the written or spoken form. Learning English as a matter a fact is a complex process. English conducts four skills that should be mastered if someone really wants to be successful in English. They are four skills: listening, speaking, reading and writing. The students in the English class are expected to have ability in those language skills, which reveal receptive and productive language use. Teaching and learning English is difficult, English teachers shouldn't only master the language, but they also should be able to make their students master the English. And the English has become a priority in Indonesia in this era.

Furthermore, classroom management is one of the things that is important in determining the students' learning outcomes. Students should felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who could master classes could made learners would easily captured the subject matter presented well. It is reason why the effectiveness of classroom management is required in teaching and learning process.

Whereas, purpose of classroom management as follow: realizing the situation and condition of the positive class, removes obstacles that could hamper the teaching learning interactions, providing and arranging facilities and furnishings learning, fostering and guiding students. The purpose of classroom management is also to provision of facilities for a variety of student learning activities in a social environment, emotional, and intellectual in the classroom, so that every child in the class can work in an orderly manner so as soon achieved the goal of teaching effectiveness and efficient.

As a profession, teachers have a very complex job. Especially if a teacher already in his class. He will face a lot of students who have a diverse character. When he communicate with students in the classroom, sometimes he finds a good thing and a bad thing, finding learners industrious and lazy, and find students who are good and less intelligent. Certainly a positive work will facilitate the work of teachers in organizing learning activities for their students, while the negative circumstances that will surely make teachers feel difficulty in teaching their

students. Teachers with all its competence in demand as to maintain the positive state of the study and demanded to change the negative situation in the classroom. That is why a teacher in charge to be able to know and understand how to manage the class so the learning to be effective.

From the description above it could be seen how important classroom management in the success of English learning objectives and the basic skills of a teachers in improving students learning activities. Unfortunately not all teachers are able to manage their classes well.

So, Classroom management is one of the most essential skills to becoming an effective classroom teacher. Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus. There are many theories on how to become positive and encouraging classroom managers. While all of these theories are different and emphasize different aspects of discipline and behavior, all have proven to be valuable methods for improving management in the classroom.

And then, being a teacher does not mean only giving the grammatical rules, practicing and evaluating the students. Because these mean nothing if the students attention is not raised on them. If there is no motivation, there cannot be proper teaching and learning. The teacher shouldn't be threatening authority in the classroom. He/she should teach the students to be their own managers so that the teacher wouldn't be seen as despot and strict. The teachers should know to manage the class and to teach the students to manage themselves, this means to expose the students behave properly.

Lately, there have been several studies of the classroom management in English classroom conducted in different context. But most of the studies only focus on SMA and SMP and no one has done researched in Islamic Boarding School. And, then based on pre-observation most of students have less participation in learning English and can easil get bored .And the teacher will irritable with the disruptive behavior and the teacher will give punishment that make students feel excessive fear in English classand make them passive in English learning process.

## **Method**

This research was attempted using qualitative research procedures. This allows researchers to collect and analyze information under certain conditions, researchers use problem research because problem research is a method of social science research (yin: 2011).

This research investigates one English teacher and 5 students. For Suwartono (2014) research points in problem research can be in the form of people, institutions, or groups. Problem Research is suitable for this research because this research investigates one English teacher and 5 students. This allows me to master and study them more deeply and see firsthand whether they work or not. This research took place at the Aek Hayuara Sibuan Madrasah, Padang Lawas, North Sumatra. To obtain information researchers use several information gathering methods from Creswell (2014). In qualitative research, what researchers need to do is make a memo square, sort out meaningful information to support arguments in research data, and look at the connections between the information that has been collected (Tambak & Sukenti, 2020).

The data is combined through monitoring, question and answer, and certificate archives and in analyzing the data researchers use 3 stages, namely data presentation, data reduction and confirmation to draw conclusions. For (Adilah & Suryana, 2021), information reduction is a method of sorting that focuses on simplification, abstraction, and the transfer of anomalous information forms arising from square information. For this reason, it is necessary to try to reduce data because in general, qualitative information is a lot, especially from the results of debriefing and monitoring, after data reduction, then the classification of information. Information can be categorized according to the desire to respond to a research problem.

## **Result**

### **The classroom management conducted by teacher during instructional at Aek Hayuara Islamic Boarding School Sibuhuan**

Based on the results of observation and interview that had been done by researcher, the English teacher had done some of the classroom management in English teaching learning process and it shows from some of these aspects. The first aspect is physical design of the classroom. In this aspect the English teacher didn't make physical design of the classroom it means that teacher just come and do her job, directly started the lesson when he came to the class. The teacher said that the students' physical design of the classroom had been arranged by

the homeroom teacher that the reason of the English teacher didn't make it in English teaching learning process.

Furthermore, establishing rules and routines aspect. In this aspect the teacher and the students said there were rules in English class but the rules were not posted in the classroom. The English teacher only told them about the rules in the first meeting thus if the students break the rules in English class they will get some punishment that had been agreed in first meeting.

And based on the observation and interview the developing relationship in English class was run well. The teacher explained the subject matter and the teacher gave motivation to her students so the students still have fun in English class.

Whereas in implementing and managing engaging instruction aspect . the English teacher only prepare board marker and some text books that she need in English learning and will make some media if it is needed. And the school didn't provide the other facilities to support the learning in the class. the students were passive in English class. And the teacher said it was because they hadn't understood about the lesson. Then the English teacher will handled the situation by communicating with them and then explain again the lesson to make them understand about the lesson. The teacher will more explain it and give the exercise on and on. And then Based on observation and interview the English teacher has given an instruction in the class how the exercise works. Based on the interview it can be concluded if the teacher always gives the assignment to the students every finish to conclude the materials. The teacher gave her students the exercise to know about their ability.

In addressing discipline aspect The English teacher had said it to her students and the students had known about all of the rules, therefore they know what they will get if they break the rules and the punishment is varies. It depends on the students' mistake that they had done.

Then, teacher said there were rules in English class but the rules were not posted in the classroom. The English teacher only told them about the rules in the first meeting thus if the students break the rules in English class they will get some punishment that had been agreed in first meeting.

Therefore, teacher showed the respects to the students to build the good relationship between students and teacher. The good relationship will make the English learning process more active and the students will feel comfort in English class. In explaining the lesson the teacher used

whiteboard when the teacher presented the materials to the students. Meanwhile, the English teacher used worksheet that had been provided by school. The teacher also used text book to tell the materials to the students. Teacher consider the students participate in a lesson .

Based on all observations the teacher considers the students participant. Teacher sometimes the students were passive in English class. And the teacher said it was because they hadn't understood about the lesson.

The teacher also ask the question to her students about their activities that they did in the past when the teacher taught about past tense. And it will make relevant by the English teacher. It will make the students more active in learning English because the teacher asked them to participate directly in learning. Teacher provide clear instruction that proof by gaving the instruction in English then, she translated into Indonesian language to avoid misunderstanding among students. When the English teacher gave an instruction, the teacher check that the students have understood what teacher was being asked to do. The teacher always gives the assignment to the students every finish to conclude the materials. The teacher gave her students the exercise to know about their ability.

Next, the teacher wants to distribute rewards to his students if they repeat it. The teacher punishes them with treatment in the form of giving obligations in front of the category until students are able to do it. But based on the observation that the teacher did not have time to distribute physical rewards to his students.

### **The factors that affect the management of the English language teaching category at the Aek Hayuara Sibuhuan**

The factors that affect the management of the English language teaching category at the Aek Hayuara Sibuhuan Madrasah are the lack of facilities, the teacher calls nicknames one by one to get students to progress quickly and the professionalism of the teacher. Teachers use role playing strategies and can increase students' attention and create a fun atmosphere and allow students to overcome frustration. Then, go beyond the strict full category. The category is not a perfect category. That's a big category, and the teacher usually lays out the seats in a striped pattern. Line patterns make it easier for teachers to lead in large categories because it will be easy to approach students, such as walking near the categories. Next, the English language training

program is made by the English teacher, including lesson plans and modules that are selected according to the category. The teacher distributes rewards in the form of treatment in the form of giving obligations in front of the category until they are able to do it. Teachers do not have time to distribute physical rewards to students.

## **DISCUSSION**

Management is a science that is raised and applied in various organizational regulations, both regulatory, industrial, social, or learning bodies (Hidayatullah, 2021). Management is an arrangement of activities to design, organize, write, organize, and develop all personnel in managing and using the energy resources of people, tools, and infrastructure so that the goals of the body or organization are successful (Purnawanti, et al. 2016). With the application of management knowledge, bodies and organizations can achieve their goals in an efficient and efficient manner (Ittihad, 2018). Thus, learning and culture are the rights of every citizen of the country, and the role of the authorities is to seek, organize and advance them as bearers of the mandate of the state to serve the citizens of their country (public service obligation) to prevent, advance, prosper, educate and carry out responsibilities (Al Rasyid, 2015).

Next, Garrett (2014) reports that category management is a process consisting of the next 5 important aspects: managing the concept of the category body, setting rules and traditions, developing mutually beneficial relationships, practicing interesting and effective instructions, and overcoming disciplinary problems. Tackling each of these zones in an important and planned way helps teachers create and maintain supportive areas for learning.

Meanwhile, Richards and Rodgers (2014) explained that category management requires teacher supervision of students' attitudes and teacher-student interactions. In addition, for Ade Rukmana and Asep Suryana (2014) group management is a variety of activities that are planned to be carried out by the teacher with the aim of creating and maintaining optimal conditions for the formation of ways of teaching and learning. And they report that category management is a teacher's activity to develop and maintain effective classes, which include: teaching objectives, time aggregation, study room settings and tools, and grouping students in training. As well as Sourced from Through Suciani, (2016). Teachers use effective management tools in managing different skill levels to provide efficient use of teacher and student time.

Based on Indri Setyowati (2017) class management is broken down into 5 views. There is a concept of sports categories, orderly rows and separate tables, rules and traditions, bonds, interesting and motivating instructions, and obedience. Not only that, Okky Dahniar Choirunniza (2017) proves 4 difficulties experienced by teachers, such as student delinquency, difficulty in giving instructions, difficulty in dividing students, and scattered categories.

And the next is Akhmad Habibi, in el (2017) explaining about the application, methods and cases of managing categories, broken down into 3 themes, namely the beginning is teaching standards, rules and methods, the second is category weather, and the third is time and scheduling. The proposed policy suggestions are such as limiting the number of students (in one class), providing the latest technology and providing more nursery training for teachers not only for teachers but also for school authorities, as well as managers of other needs for the development of Indonesian learning. As well as for Diana Pungki (2018). This research proves that there are 3 difficulties experienced by English teachers in managing major categories. They divide students, use English in large categories, and make students active.

Based on Mohamed Khider's research (2015) it proves that teachers are expected to be able to organize their classes efficiently, by providing a real learning atmosphere to improve students' learning skills. This in turn makes them rely more on appropriate strategies and methods which may have been identified as helpful in minimizing category barriers.

On the other hand, according to Mohammad Aliakbari (2014) it is intended to test the extent to which the teacher explores assertive category management strategies and whether these strategies affect students' abilities. Research results show that person relations are applied between student outcomes and each part of the teacher management strategy. Equipment and infrastructure standards are national learning standards that relate to minimum standards for practice rooms, guidance places, places of worship, bibliotek, makmal, activity workshops, playgrounds, places to work and work, and other learning resources, which are needed to support the upgrading process, including the exploitation of data and communication technology (A'yun & Fauzi, 2021).

The job of teachers as a professions is very difficult. The specially if the teacher is already in classroom. He will meet with many different students. While talking to the students in the classroom, he sometimes saw good and bad, hardworking and lazy students, good and smart



students. A good job will improve the teacher's job of organizing learning for students, while a bad job will make the teacher difficult for students. Teachers, with all their talents, apply to maintain the quality of the education and change the negative conditions in the classroom. Therefore, the teacher knows and understands how to manage the classroom, so that learning can be effective.

From the above explanation, we can see the importance of classroom management to achieve English learning goals and teachers to develop students' skills that shine in learning. Unfortunately, not all teachers manage their classroom.

Therefore, classroom management is one of the most important skills to be a good classroom teacher. Teachers with classroom management can create an atmosphere in learning. There are many ways to think about how to be a class leader and supporter. Although all these theories are different and refer to different disciplines and behaviours, all of these theories have proven to be important for development of management in the classroom. And then, teachers should know how to manage the classroom well and teach students to manage themselves well, that is, to ensure that students behave well.

In this research, the researcher chose the classroom management because it is interesting to know how the English teacher is in managing English class. The main problem is an English teacher classroom management at Aek Hayuara boarding school. The students are less involved in practicing English and get bored easily. And the teacher will be sarcastic with a disturbing attitude and the teacher will give rewards that make students feel worried about being too late in the English category and make them calm in the way of learning English. The purpose of this research is to study the strategies of EFL teachers in managing classes.

## **CONCLUSION**

The researchers found that the English teacher's method of setting categories was good. English teachers usually have good category management etiquette. Based on the results of research and reviews, there are several things that can be concluded with the following explanation. A category 8 English teacher at Madrasah Aek Hayuara Sibuhuan has a special aspect of category management attitudes in teaching English. The first is the concept of physical

category space. The teacher uses an orderly line in setting the seat when the teacher describes and explains the use of the module in the note pad. Second, the teacher determines rules and traditions using positive language. And the third is bond development. There are 2 types of bonds. There are: bonding with students, teachers don't use team building activities, teachers only preach to talk to students. And the other one is the teacher-student bond. Before starting a lesson, English teachers often share open questions with their students. This activity aims to strengthen students' dialogue skills.

After that, the fourth is the Application and Management of Engaging Instructions. In this view, the English teacher designs the required materials that the teacher has prepared for the lesson by making the lesson concept. And the English teacher uses modules such as markers and reading novels when the teacher directs the module. He uses it to explain modules, provide instructions, and provide module illustrations. And the teacher also pays attention so that students participate in upgrading and create student interactions, such as teacher-student conversations and asking or responding to student problems. The English teacher monitors the participation of students. If the English teacher wanders around asking students what they don't understand, give them some pointers or connections if needed. While monitoring the participation of students, the teacher explains student descriptions, corrects and responds to student problems. The English teacher gives clear instruction in this matter. After the instructions are handed over, the teacher checks whether the students have mastered what the students should try. On the other hand, English teachers include relevant content for their students, which proves that teachers always include modules in students by asking about their activities related to the module. And after that, when giving clear instructions, the teacher asks students to explain the activity after the teacher gives instructions, or by asking someone to show others in the category how the instruction works. Meanwhile, the teacher organizes the profession of students at the end of the upgrading by distributing people's responsibilities. In independent activities, English teachers have ambitions for their students to work independently so that students can increase their independence.

As well as in matters of order, English teachers deal with problems of order by monitoring and controlling, and responding to students' bad attitudes, whether small or serious, in the way of teaching English. The factors identified during the learning activities are like in this

research problem. These factors are; Lack of equipment. Teachers never use educational tools such as laptops, projectors that make students participate in the educational process. Students will be motivated and more active to practice English through teachers using English language training tools. Full categories are strictly for dealing with large categories, English teachers use conventional position rules and teachers pay more attention to students when students do their assignments. Teacher planning and programming has been good. Lesson planning by the English teacher, including the lesson concepts and selected modules. The RPP made by the teacher is considered relevant and has dependencies between core competencies, formalized competencies, markers of educational goals, pre-activity, main activities, final activities, upgrading features, learning base and evaluation, where the description of each is the objectives of the training. And the last one is orderliness in the class. The teacher focuses students on being disciplined in the class so that the training process can run well and conflicts and violence in the class can be resolved. Students become obedient and reluctant to the teacher, as a result the teacher does not experience difficult obstacles.

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