



## Teacher's Strategies of Managing Classroom and Students' Response: A Case Study

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**Abstract.** The success and smoothness of education cannot be separated from a classroom management. In managing the classroom, a teacher usually places a physical environment, a psycho-social environment, manages and monitors classroom activities. The classroom management often makes the teacher feels frustrated, pessimistic, and gives up when s/he is teaching the students because s/he does not know how to apply good classroom management. There is an English teacher who is not graduated from an educational field but she is able to manage her class well. Her students come from various ethnic, socio-economic backgrounds and multi-level language skills. This study investigated how English teacher in Private Junior High School in Klaten Regency managed the classroom and how the students responded to the teacher's strategies. Data collected through observation, field note and interview. An English teacher and eight students were involved. The data showed that the teacher had created a physical environment by providing classrooms that are clean, cool, and bright and arranged the students' seats based on the classroom activities. In responding to the physical environment, most of students seemed comfortable. In creating a psycho-social environment, she made the rules of classroom, maintained good interactions, spoke clearly and sounds, guided and gave models the assignments, moved between students' seats, made several attempts to motivate the students, and provided reinforcement and feedback as well. The teacher also organized the time and used the various techniques such as lecturing, questioning-answering, discussions, songs, games, individual and group work. In addition, she monitored the class activities well so that the students actively did the assignments. Meanwhile, the students enjoyed a variety of teaching techniques.

**Keywords:** classroom management, physical, psycho environment, monitoring the activities.

Received: 14.04.2020

Accepted: 22.05.2020

Published: 17.06.2020

### INTRODUCTION

The success and smoothness of education cannot be separated from a classroom management. In a classroom, a teacher has a more dominant role than the students. The teacher plays an important role in the classroom especially in English as a foreign language. The teacher's role is as a mediator, facilitator and monitor (Richards, 2011). The teacher strategy is a component that will determine the extent of her success in managing the class. Therefore, the teacher is not only able to master the learning topics delivered to the students but she must also be able to manage the class appropriately. Thus, the teacher is the most important factor because s/he plans, organizes, implements, and evaluates teaching. The teacher tries to lead the students to achieve learning goals by becoming effective teachers who are able to bring about the intended learning outcomes (Javaid et al., 2020; Weber in, 2014). In other words, the ability of teacher to organize the class and manage his/her student's behavior is very important for positive educational outcomes (Oliver & Reschly, 2007). In the teaching learning process, the teacher implements a series of activities that can be categorized into two namely, instruction and management (Weber in Cooper, 2014). Weber believes that the instruction aims to facilitate the direct achievement of specific students, for example, diagnosing student needs, planning lessons, presenting information, asking questions and evaluating student progress. Whereas, management aims to create and maintain conditions in which instructions can take place effectively and efficiently for example, respecting punctuality, developing teacher-student relationships and establishing productive group norms. This activity refers to class management. Meanwhile, the ability to manage students

effectively is very important and is a component of the teacher's professional identity (McCormic & Shi, 1999 in Lewis, et. al, 2006).

A classroom is not only considered as a place for academic learning, but also as a place to build friendship and shared learning. Therefore, the teacher can make efforts so that the students respect each other. The students need to be encouraged to share knowledge, attitudes, experiences, happiness, and help one another without coercion (Benlahcene et al., 2020). The effective relationship between teacher and student is not determined by the good nature of the teacher but rather the use of appropriate behaviors, strategies, and fundamental attitudes. The teachers who are able to build good relationships have fewer problems with classroom behavior and have a better academic performance (Marzano, Marzano, & Pickering, 2003). Some teachers consider classroom management as the biggest challenge that must be done (Cooper, et.al. 2014). This often makes the teacher feels frustrated, pessimistic, and gives up when teaching students because s/he does not know how to apply good classroom management. What most makes the teachers feel insecure is that they will lose control of the class so that they cannot reach the learning goals. In addition, many teachers failed to control the classroom management and create the comfortable environment (Marcellino, 2008; Mattarima & Hamdan 2011).

In managing the classroom, a teacher usually places a physical environment, a psycho-social environment, manages and monitors classroom activities (Kounim in Siswayani, 2009). In managing the physical environment, the teacher can arrange seating arrangements or grouping the students (Arends, 2003; Brown, 2001; Brewster, et.al., 2003; Harmer, 2007). In psycho-social environments, the teacher sets classroom rules for regulating student behavior and activities, giving feedback in either reward or punishment (Arends, 2003). In managing and monitoring activities, the teacher might explain the material to students, provide and control various tasks etc. This relates to teacher movements around the classroom, sound, simplification of language, checking students' understanding, use of first language and body language to make it easier to convey their intentions (Harmer, 2007; Benlahcene, Lashari, & Lashari, 2017). The physical and psycho-social environments play an important role in managing English classroom for Junior High School Students. The classroom management strategies are categorized into three main dimensions namely physical environment, psycho-social environment, and class activity management strategies (Evertson, 2006; Gebhard, 2006; Haddad, 2006; Jones, 2007; Jacobsen, 2009). In addition, it is not only related to the regulation of physical environment and psycho-social environment, but also related to the creation of positive classrooms, discipline, changes in the implementation of lesson plans, management of learning in difficult situations and conditions, teacher performance, and teacher teaching styles (Brown , 2007; Harmer, 2007; Lewis, 2002).

At the Junior High School in Indonesia, there is an English teacher who is able to manage her class well even though her students come from various ethnic, socio-economic backgrounds and multi-level language skills. She was a graduate of English literature. She has good credibility because she does not need to raise her voice excessively when managing her classroom. She decided to become an English teacher and began her career in a private Junior High School in 2011. Although she does not have an educational background, she is very good at managing the classroom. This has a significant impact on her because she has never taught, trained or handled the students before. Her humility, perseverance, affection, and concern for education make her able to become the best teacher in the school. Her reputation as a good teacher has never left her since the day she started teaching at school. The English classroom that she manages becomes a fun class. The students become excited when they are learning English.

The importance of classroom management especially in teaching English as a foreign second language has been the focus of several previous studies (for example, Kayıkçı, 2009; İnceçay & Dollar, 2012; Kerdikoshvili, 2012; Merç & Subaşı, 2015; Qinglan, Junyan, & Shongshan, 2010; Sasidher, Vanaja, & Parimalavenu, 2012; Tahir & Qadir, 2012; Tuncay, 2010; Sasidher, Vanaja, and Parimalavenu, 2012; Shehzad et al., 2019). Merç and Subaşı (2015) found that classroom management problems were mainly caused by students in the classroom, teacher and student relationships and teaching materials, and collaborating teachers. Sasidher, Vanaja, and Parimalavenu (2012) stated that there are four main factors that inhibit class management namely time management, socio-cultural differences, lack of student's motivation and large class sizes. In addition, Kayıkçı (2009) examined the impact of teacher skills in managing classes on student discipline behavior, found that relationships and communication between teachers and students were good, recognition of students' characteristics and needs, forming classes that had definite rules, motivating students and setting the classroom environment could reduce student problems in managing class. According those studies, they employ their studies using psycho-sosial environment classroom management and monitoring

the classroom activities. Those studies have not studied about physical environment classroom management. In addition, an aforementioned case encourages this research to focus on the investigation of physical, psychosocial environmental strategies and monitoring the classroom activities implemented by a teacher who was not graduated from English education in managing English classroom and how students responded to the teacher's strategies. This study was then conducted in Junior High Schools in Klaten regency, Indonesia. Hopefully, this study will contribute to better classroom management in Indonesian Junior High School.

## LITERATURE REVIEW

### Classroom Management

Weber (in Cooper 2014) argued that classroom management is a series of activities to build and maintain classroom conditions that facilitate effective and efficient teaching. Specifically, class management in language teaching refers to the way in which student behavior, movements, interactions, etc., as long as the class is organized and controlled by the teacher or sometimes by the students themselves to enable teaching to take place most effectively (Arends, 2003). In other words, class management refers to the act of managing class and students to ensure that pressing and non-educational situations are avoided and students learn topics and subjects effectively (Diamond, 2011).

Pretorius and Lemmer (in Coetzee, et al., 2008) stated that classroom management is the process of working with individuals, groups and other resources such as students, educators, administrative staff, parents or other stakeholders, to achieve educational goals and learning outcomes. Student characteristics, teacher efficacy, environmental situations, and student achievement standards are influential factors in classroom management (Fowler & Şaraplı, 2010; Baker, Lang, & Lawson, 2002). Class management is a series of teacher activities to organize, direct, and control class life to meet teaching and curriculum goals (Wright, 2006). In the Indonesian context, classroom management is a set of techniques and skills that enable teachers to effectively control students to create a positive learning environment for all students (Ministry of National Education, 2003).

Van Deventer and Kruger (in Coetzee, et al., 2008) stated that classroom management is a planned and organized activity that allows teaching and learning to take place effectively. It is characterized by planned and varied lessons, minimal distractions and disciplinary problems, calm instruction and problem solving, different instructions for students with different needs (Saare et al., 2018), routines built for certain behaviors, an atmosphere of respect, and consistency. This was confirmed by Cooper, et. al., (2014) and Brophy & Good (2003) that classroom management is action taken by teachers to create an effective learning environment that is mutually respectful, attentive, well-structured, and productive for teachers and students. It is as the teacher's effort to build and maintain classrooms as an effective environment for teaching and learning. It also discusses the importance of a close and mutually supportive relationship between effective classroom management and effective curriculum and teaching. Good class management implies good instruction. So, it can be concluded that classroom management is a series of actions taken by students in an effort to create conditions for a positive and productive learning environment so that the learning process can go according to its purpose.

### Physical Environment Classroom Management

The physical environment influences student learning, participation, and involvement in class activities. The teacher must take the time to decide how to best arrange the environment to accommodate various class activities. The physical environment of the classroom includes views, sound and comfort, seating arrangements, and the use of instructional media in the classroom (Brown, 2000). Classes are neat and clean, have enough light, and are free of noise will make students feel comfortable and ready to learn the material. The teacher must make and arrange the classroom arrangement based on the teaching objectives. They also need to maximize the use of classroom equipment to support the learning process.

Seven points that can be considered in managing the physical environment of the classroom are (1) classrooms must be arranged so that they are aligned with learning goals and activities, (2) classroom furniture must be reorganized to provide sufficient space for students to move freely, (3) ensure that all students can see and hear the teacher, (4) material that is often used and supplies must be accessible to students, (5) presentation and learning display must be seen by students, (6) class must be made to feel comfortable, and (7) whiteboards and other tools must be used for the common good (Myint Swe et al.,

2005 and Brown, 2007). In line with these points, Brown (2007) suggests that in managing the classroom, the teacher pays attention to (1) vision, sound, and comfort so that all students can see clearly what is presented by the teacher, hear the teacher's voice, and are not physically disturbed; (2) seating arrangements so that students can easily communicate in practicing the target language, and (3) the use of blackboards and equipment so that the benefits to support student learning can be optimized.

Setting the table and class facilities is often a compromise between what the teacher wants and what might happen in the classroom. The physical environment of the classroom is managed when the teacher prepares a class for students (Bohlinet, 2009) and (Hussain et al., 2016). There are at least three factors that must be considered in designing classroom namely, visibility (i.e. the room must be arranged well so that all students can see the blackboard, overhead projector or other display), accessibility (i.e. the room must be designed in such a way that objects owned students, such as pencils, sharpener and where students place the paper, remain clear and separate from each other) and distractibility (i.e. the desks must be arranged so that they can potentially cause disturbances such as minimized door and window movements) (Everston in Jacobsen 2009).

Many experienced teachers recommend that the purpose of student seating is to facilitate discipline and teaching. They argue that students who are left to choose their own seats will always choose a seat that places the teacher in the most unfavorable position. Some rules to guide classroom settings, (1) Students must sit in the teacher's place of attention. (2) High-traffic areas must be free of traffic. (3) Students must be able to see the blackboard, screen and teacher clearly. (4) Students must sit facing the front of the room and away from the window. (5) Classroom arrangements must be flexible to accommodate various teaching activities (Dunbar, 2004). Changing the physical layout of a room can make a classroom more attractive for learning because it can make collaboration easier, revitalize tired students, reduce stress in the classroom and facilitate learning (Petra, 2013). Most in the world, in arranging student seats, teachers can place a regular line in which all students face the teacher in front; circle and horse shoe where students sit in a circle or horse shoe, and the teacher's position is in line with the student seat; or in the form of separate tables where student seats are grouped in a certain number and positioned in their own groups. Whatever seating arrangements in students' classrooms can be organized in different ways because they work as a whole class, in groups, in pairs and individually. This grouping certainly has their advantages and disadvantages (Harmer, 2007).

### **Phyco-social Environment Classroom Management**

A teacher must have the ability to organize classrooms and manage student behavior so that educational outcomes can be achieved properly. Teachers need to build a psychosocial environment that allows good teaching (Emmer & Stough, 2001). In managing the psycho-social environment, a teacher needs to provide a classroom atmosphere that can build student confidence and self-esteem so that they can learn more effectively and fun. There are several important points that teachers need to consider in managing their class, including teachers who can make routine activities to be repeated every day or every week so that students gradually become accustomed to established class routines, the teacher must give signals to attract students to use the word / phrases, pats, musical instruments or beats on the table. So he needs to find an acceptable noise level. When children do the work, the noise level will increase. If too much is crowded, select the noisiest group and give their cues to calm down and rethink the task so that it is not too easy or too difficult. Finally, he needs to praise. A young student teacher needs to show specific behavior that is praised, give praise with sincerity and enthusiasm in various ways, give it consistently and frequently and vary to whom it is addressed (Brewster et. al. 2003).

The psycho-social environment includes setting rules and providing rewards and feedback (Oliver & Reschly, 2007). There are several strategies that can be developed to improve the psycho-social environment in education such as setting rules, giving gifts and giving feedback. Rules are defined as general expectations about acceptable and unacceptable behavior that will cover situations, such as expecting students to be calm when the teacher speaks (Waring in Siswayani 2009). Effective rewards are awards that can have positive effects on students and without side effects. Prizes have effects including, first, prizes can reduce intrinsic motivation for the target behavior or activity. Second, tangible and dependent gifts can disrupt the process and quality of learning. This means that student-oriented change from learning material to extrinsic rewards. Third, prizes undermine the ability of students to organize themselves independently. Specifically, verbal praise can increase and decrease intrinsic motivation, depending on how and in what context is conveyed. In addition, praise is only given meaningfully in the context of real effort and good work rather than just

completing a task. Prizes are given by the teacher as one of the corrective approaches in the classroom, especially for students who can contribute to the learning process. The teacher can take many forms of strategic rewards, such as: praise is said, some comments; additional value points or individual or group awards. Prizes serve to establish good relations with students by praising good behavior, commenting on good work, making suggestions and suggestions that encourage student efforts. The last is giving feedback. Feedback is considered positive if the teacher provides a correction or clarification of students' mistakes. Teachers must frequently check student understanding so that they can provide the necessary corrections and explanations. Feedback must be managed as information and not evaluation for students (Emmer and Evertson, 2006) and (Hussain et al., 2015). Hattie and Timperley (2007) mention four types of feedback, as follows: (1) feedback about the task or outcome, (2) feedback about progress, (3) feedback at the level of self-regulation, and (4) feedback for "self". The importance of feedback for students is to give students information about the accuracy or appropriateness of responses from the promotion of learning. Feedback gives students information about the accuracy of their understanding, and is also important for student motivation because it helps them know how they are progressing in language learning.

The teacher needs to ensure that there are no physical threats and disturbances, for example preventing the emergence of low self-esteem to students, preventing domination by some students and even by the teacher, and ensuring nothing physically harms students. The teacher needs to create a friendly interactive atmosphere by encouraging students to respect each other, encourage and encourage strong students to help the weak. The teacher needs to make students happy to be class members by making students feel they have a role so that their existence is meaningful, for example by assessing their contributions which can be questions, opinions, and willingness to work together and obey the rules and use the word "we" to create a sense of belonging in the classroom. Teachers need to create a learning environment that tickles their thoughts and feelings, for example by using relevant and interesting media, using reading and discussion topics that are appropriate to students' interests and at a level of difficulty that is slightly above the student's limit. Teachers need to create a cooperative-collaborative learning atmosphere by using group learning techniques (Myint Swe Khine et al, 2005). In addition, verbal communication between teacher and student needs to be improved through efforts to let the teacher's body posture breathe confidently, express optimism, cheerfulness, and warmth through facial expressions, using facial and hand cues to reinforce the meaning of words and sentences which if not without being clear, make eye contact as often as possible with all students in the class, not too closely following notes and lesson plans, being careful not to stand in one place while teaching, moving around the class without disturbing student concentration, following social norms about distance and touches that apply in student culture, and dress in accordance with student expectations and the culture of the teaching place (Brown, 2007).

### **Managing and Controlling Learning Activities**

In managing and controlling learning activities, a teacher must know the students' hobbies, favorite sports, games, etc to build an overview of topics and activities that can be used in their learning. If there are bilingual students, the teacher must make higher demands on them and not let their work go wrong. The teacher also needs to hold activities that involve and move students physically and mentally active such as problem solving, puzzles or information gaps, matching or sorting with images or words, ranking to lists etc. All activities must be in accordance with time management. The teacher needs to plan realistic time to complete certain activities and perhaps spend time at the end of the lesson to be reviewed, giving praise and encouragement about what students have achieved. The teacher must have notes containing information about what has been done in class at the end of the teaching session. She can inform to the students about themselves when they are in teaching learning process (Brewster et. al, 2003).

## **RESEARCH METHODS**

### **Participant**

The participants were an English teacher and the students in Private Junior High School in Klaten Regency, Central Java, Indonesia. The female teacher was deliberately chosen because she was the only teacher with no English education background. She graduated from English literature. The population of students involved is all class in Eighth grade, totaling around 94 people. Two students from each class were purposively selected

(Alwasilah, 2003; McMillan and Schumacher, 2001; Creswell, 2012) to be interviewed. Two students in each class, according to the teacher, they were smart and slow students.

### **Design of the study**

This study used the case study research method. A case study is defined as the exploration of entities or phenomena that are limited by time and activity, such as programs, events, processes, institutions, or social groups (Creswell, 2004; Hussain and Mkpojiogu, 2016). This has become a tradition in studying management and education (Goldenberg, 2004). Case study research investigates contemporary phenomena in real life contexts; when the boundary between phenomena and context is very unclear; and where many sources of evidence are used (Yin, 2014).

The type of case study used for this research is descriptive case study because it described the data that occurred. A holistic single case study was an appropriate design for this research to examine the global nature of English class management (Yin, 2014). The case studies are used to investigate individuals, groups or phenomena. It comes from the "why" and "how" questions (Basse, 1999). So, this study investigated how English teacher implemented physical, psycho-social environment classroom management strategies and monitor classroom activities?

### **Methods of Data Collection and Instruments**

Observations, field notes and interviews were conducted to obtain data. Observation was carried out directly to see how the teacher manages teaching in the English class. Field notes on class management activities were made during the observation. The notes contain teacher and student activities. To verify and expand the information obtained from observations and field notes, the interview guide approach (McMillan and Schumacher, 2001) was carried out. The interview focused on the participants' experiences, behaviors, habits, opinions, feelings, knowledge and background. Interviews with teacher and students are a loose-question approach to expose their interpretations (Thomas, 2003). Triangulation was applied to test the trustworthiness of the data collected for this study (Cresswell, 2012). Triangulation of the method was done by comparing the information or data in different ways. In this qualitative study, the researcher used interviews and observation. To obtain reliable truth information and a complete picture of certain information, the researcher used the interviews and observation methods to check the truth.

### **Data Analysis**

Data obtained through a series of data collection processes were analyzed using an interactive data analysis model proposed by Miles and Huberman (1994). The data analysis method involves three activities namely data reduction, data display, and drawing conclusions / verification. Data reduction refers to a process of selecting, focusing, simplifying, abstracting, and transferring information collected from the data collection process. Then, the data collected from data reduction is displayed or visualized to make it easier for researchers to draw conclusions about learning. After all data is displayed, the researcher draws conclusions about the study based on the data obtained. Next, the conclusion was verified by asking the subject again about the reliability and validity of the data.

## **FINDING AND DISCUSSION**

The findings are categorized into three broad categories of classroom management namely physical environment, psycho-social environment, and managing and monitoring class activities (Kounin in Siswayani, 2009).

### **Creating Physical Environment**

The classroom condition and seating arrangement were found in creating physical environment:

#### ***Classroom condition***

The size of the classroom was 7 x 8 square meters. The class condition, based on observation, looked roomy, bright and clean. The classroom was always closed because it used air conditioning. The classroom looked bright with gradated painted walls, white ceilings and white tile floors. On the wall, there were some pictures, posters, calendars, wall magazines and calligraphy. The pictures were the results of students' work. The floor

was very clean but the students still wore their shoes. The students took turns doing class pickets so that the classroom environment is maintained. This class was close to the rice fields so the air was still fresh and cool. This class conditions are in accordance with what is suggested by Paul (2003), namely the classroom must be friendly, not too hot or cold, interesting and safe and there are some things that can be placed on the wall for example, color drawings, posters, maps, hours, photos etc.

### **Seating Arrangement**

In managing the physical environment, the teacher tended to use regular seating arrangements. She sometimes made changes in seating arrangements when the students worked in groups or in pairs. When observation was made, the students sat in an orderly row seating arrangement. In class, each student sat in 4 to 5 rows consisting of 4 or 5 students with their own chairs and tables. Most students faced the teacher and the blackboard. This seating arrangement has several advantages according to Harmer (2007) namely the teacher has a clear view of students and vice versa; the hallway allows the teacher to easily walk and makes more personal contact with students. So, the teacher can work with the whole class. However, Harmer (2007) stated that the teacher should still get all students in the class involved, especially students behind, to move around to measure the students' reactions and if the teacher asks questions, the teacher may not give questions to students based on the order of seating so students can predict when turn. The teacher should randomly appoint students to keep them alive.

In addition, the teacher stated that he often arranged the students' seats in sequence because the students had their own tables and chairs. She sometimes asked the students to sit in pairs or groups. If the students worked in groups, the teacher would give instructions to turn the chairs so that they could face each other with the group. The teacher had also arranged students' chairs and desks to be a horseshoe or circle or separate table when group member presented their assignments to other group members. It was proven by the teacher's statement. She said, *"I usually organized the student groups first, then asked them to sit in groups. I asked them to turn their seats so that they could face each other. I also once arranged the students' seat like a horse shoe when a group member had to present the assignments to other group members."*

Based on the interview with three students, they also stated the same thing that the teacher sometimes changed the seat positions depending on what will be done in the classroom. They confirmed that they had sat in a circle chair or horse shoe arrangement when presenting the assignment. They often sat in groups to do the group's assignment. It was proven by the students' statement. They said *"The teacher sometimes changed our seats. We sat in groups. We also sat like the letter U when presenting assignments. It is line with Brown (2001) that seating arrangements must be in accordance with the activities carried out. In addition, Weinstein and Mignano (2007) concluded that the best seating arrangement is if the teacher can approach each student and if students are allowed to easily establish individual contacts with their peers."*

### **Psycho-social Environment Classroom Management**

Establishing rules, interaction, motivation and giving rewards were found in the psycho-social environment classroom management:

#### **Establishing Rules**

In a psycho-social environment classroom management, the teacher had set the rules at the beginning of the year. She sometimes setted the rules when she was doing teaching learning process. She applied the same rules for all students. She explained that when a student accidentally broke a rule, she reminded the class of the rule. She also said that the positive rules were more applied than negative rules. This is consistent with what was explained by Linse (2005) that clear rules should be given and implemented since the beginning of the school year, avoiding negative rules, and the teacher must teach the concepts of behavior that are appropriate for students. It was proven by her statement. She said, *"The students become aware of the rules, so that if there is a student makes a mistake they will remind each other. However, the students sometimes feel that the rules limit them. You know that the students want to be free but we can't stay away from any rules. So, I try to get them to be obedient and organized for their future. The rules that I make are the same for all students because we don't want to discriminate. I make positive rules more than negative."*

Based on the interview with the students, it was found that they preferred the teacher applied the rules so that they could concentrate on the lesson without being bothered by their peers. It was proven by their statement. They said, *"There are some rules in our class. We sometimes liked the rules because nothing is*

*crowded, nobody disturbs each other. So, we can easily understand the lesson but with regulations we cannot play freely”*

### **Establishing Interaction**

Based on the observation, the teacher always tried to interact and speak clearly with all students. She guided and explained what the students had to do. In fact, she explained the materials or the instruction repeatedly. She also always moved between the students’ chairs to build the relationships. For example, at the first observation, she asked the girl to read a sentence first, and then she asked the boy to repeat the sentence. Then, she approached her students and praised them by saying 'extraordinary'. On the second observation, she went around the class to check whether the students had finished working on it or not. If there was a student in difficulty, the teacher approached him and explained again until he felt confident that he can do his work. This is consistent with what was stated by Harmer (2007) that a teacher must consider her/his closeness to his/her students, suitability in placing his/her position, his/her movements, and his/her awareness of students. In managing the class, the teacher's voice should be heard, diverse, and use language simplification so that students are easy to understand the teacher's explanation. This was supported by the students' statements that the teacher usually speak with a variety of voices. They said, *“Our teacher's voice is very clear even though we are sitting in the back. She rarely makes a high voice but if she is a bit angry, she speaks a little loudly.”*

### **Establishing Motivation**

Based on the observation, the teacher made several attempts to motivate the students by trying to tell the purpose and use of the lesson. She also encouraged the students that by practicing they will be able to master English. When the students finished the assignment, the teacher asked and guided several pairs of groups to read aloud a few sentences and praised them. The teacher also invited other students to give applause as a form of appreciation. She stated that the students who have the courage to perform will make their confidence and self-esteem increase. In addition, she always tried to motivate students by telling a story full of inspiration, reminding them what they wanted and supporting them that their wishes would be achieved. It was proven by her statement. She said, *“I just told them what activities we would do. When they didn't have enthusiasm, sometimes I told the life of someone who was very inspiring or I asked them what they wanted. So, I encouraged them to make it happen.”*

The students also said that the teacher had asked about their good intentions and often told them several stories about someone who was full of inspiration. In fact, she had shown an inspiring video or film. It was proven by the students' statement. They said, *“Our teacher often tells the stories about the successful people, for example, Habiebie, Dahlan Iskan. We ever saw the film “Sepatu Dahlan” in the classroom. When we are lazy to learn, the teacher always reminds us of our goals so that they can be realized.”*

The efforts made by the teacher are in line with what Pinter (2006) suggests that the students are motivated by positive attitudes towards English and the context of learning. This is supported by Dörnyei (in Pinter, 2006) by proposing that there are four components of motivational teaching. First, the teacher should be able to create conditions that motivate learning. Second, the teacher should introduce motivational techniques such as talking about values, creating material that is relevant to students, setting expectations of success. Third, teachers should be careful to protect and protect learners' motivation by offering activities that stimulate and foster self-esteem, self-confidence and cooperation. Finally, she was also careful in giving evaluations and feedback so that it became a positive experience. Davies (2011) also suggests that there are several things teachers can do to foster motivation in children, for example, providing an environment for them, believing that every child has the ability to learn, recognizing the student's interest and talent, motivating the students that the failure is not due to lack of ability but because of ineffective learning habits.

### **Giving Reward**

Based on the observation, when the students completed the assignments, the teacher always gave reinforcement to them. She complimented them by saying 'good', 'very good', and 'Excellent'. The teacher also gave a gift to her students by giving points in the form of additional grades. She sometimes gave rewards to those who do their work well, for example by displaying the students' work in wall magazines in the classroom. This effort can motivate other students to always do their assignments well. It was proven by the teacher's statement. She said, *“I often give praise, for example “smart students”. Sometimes, my students' work*



is displayed in the wall magazine in order to motivate other students. I give dictionaries or story books in English to the students who are in the top three.”

In responding to praise and prizes, the students acknowledged that their teachers often praise or gave reward to them. Most of them like to be praised and got prizes. They become excited getting the prize. It was proven by the students’ statement. They said, “*The teachers often compliment by saying ‘You are smart.’ There was a student who ever got the dictionary because she got highest grade in midterm English. If our answer was wrong, the teacher said try again you can do it*”. The teacher’s strategy is in accordance with Webster et al (2011), a teacher needs to show specific behavior that is praised, give praise with sincerity and enthusiasm in various ways, give it consistently and frequently and varied to students. Brewster (2003) continues that good relationships will be built by praising good behavior and work, making useful suggestions and encouraging students’ efforts to always do their best.

### ***Giving feedback***

Based on the observation, the teacher gave the feedback to the students. When some students moved out of their seats and walked toward their friends’ chairs, the teacher asked him to return to their seats. Then, she warned the students and told them that their group points would be reduced if they repeated such mistakes again. Based on the results of the interview, the teacher would immediately warn the student if there was a negative behavior. This is in line with Linse (2005) that giving feedback to the students must be specific and related to what they are doing. If a student makes a good work, she would give a signature. The teacher would also ask parents to give signature. In contrast, the students had not done their assignments well, she wrote the suggestions and motivational words. The student also stated that the teacher always supported them. They said, “*if we do a good job, we get ‘A’ and a signature. If our answer is wrong, she will give an advice and words of encouragement.*”

Such feedback activities are consistent with what Harmer (2007) suggested that the teacher must show to the students that an error has occurred and help students to do something about it. In verbal mistakes, the teacher can point out mistakes by repeating, giving statements and questions, expressing, hinting and redefining or by saying what is right, emphasizing which part is wrong. In a written error, the teacher can write a correction on the book or use a correction code, reformulation or some suggestions. Finally, students can discuss errors (recorded) to the whole class.

### **Managing Class Activities**

Related to monitoring class activities, it was found that there were three points namely teaching technique, time management, and monitoring class activities.

#### ***Teaching Technique***

In managing and monitoring class activities, the teacher applied some techniques namely lecturing, questioning-answering, discussions, songs, games, drama, individual and group work. First, the teacher explained the material, and then directed the question to all students or sometimes to one of the students randomly. Based on the results of the interview, the teacher realized that in the English class, she had to vary activities to overcome the students’ boredom because most students felt less able to master English. The teacher varied the activities individually, in pairs or in groups depending on the type of task to be done. The teacher said, “*The techniques that I apply when teaching are lecturing, questioning-answering, discussions, songs, games, drama, individual and group work. As a teacher, we must be creative. I often play games, drama, singing, performance, etc. The task can be done individual, in pairs or in groups.*” These findings are similar to the studies conducted by Li and Walsh (2011); Noraini, Azliza Haniem, and Nambiar (2013); Tsui (2009).

Based on the observation, it showed that the teacher tried to approach the students who had a turn to do the work. When a student was seen having difficulty doing an assignment, she emulated and guided him patiently. As observed, she did it in teaching. By approaching the students, she can build a good relationship between the teacher and students. Students who are approached will feel safe, helpful and more confident in doing assignments. Based on the results of interviews with students, they said that they did not feel afraid of their teacher. They liked their teacher. They really enjoyed learning with their teacher. They said, “*We like her. Our teacher loves us very much. She is nice.*” In addition, they respect and listen to their teachers (Khmakhien, 2012, Rido, Norani&Nambiar, 2015).

The facts above show that the good relationship between teachers and students is in accordance with what was found by Marzano, Marzano and Pickering (2003 in Beaty-O'Ferrall et.al, 2010), in their study that teachers who have high quality relationships with students had 31% less discipline problems, violation of regulations, and other related problems for one year compared to teachers who did not. In addition, Beaty-O'Ferrall et.al (2010) proposed some strategies in building the relationships between teachers and students, namely building empathy, admiring negative attitudes and behaviors, and leaving the ego at the same time. The teachers should be able to control themselves and understand students' backgrounds. Davies (2011) also advises a teacher to treat each child fairly, helping students see that failure is common not because of lack of ability but because of ineffective learning habits, clarifying expectations and providing feedback for assignments that are done well, enhance the status of "doing your best" and give group recognition of the efforts that have been achieved, assist children in dealing with frustration by helping them find ways to overcome problems and establish close working relationships with parents of struggling children.

### ***Managing Time***

The teacher arranged time well enough. She always tried to be on time. She started and ended the activities according to the schedule. From observations, the teacher spent 80 minutes teaching. She conducted the activities according to plan, starting from pre-activities, while activities and post-activities. On observation, she continued to control the class as she planned from beginning to end. She said, *"I only predict the time spent. I adjust it to the level of student ability but that is not always right. However, I always try to finish what I planned exactly."* The students also said that they did not like it when the teacher taught not on time. *"We don't like it if the teacher isn't on time because we get busy ourselves when the teacher doesn't arrive on time. We get bored if the teacher does not end the lesson on time."*

Managing time well is consistent with Brown (2001) that time is an element that must be built into the lesson plan. If a teacher ends the lesson early then supporting activities need to be included. If the lesson is not finished but time is up then the teacher should end the class and the teacher can continue the next day. This supports the idea of Harmer (2007) which claims that students' trust in teachers can be undermined if they never complete what they have planned. The teacher needs to establish the stages of the lesson in his plan, so that he can decide when to deviate from the plan if certain activities require too much time. Brewster (2003) also suggested that teachers need to train themselves to plan realistic time to complete certain activities. In ending a lesson, there are a number of things to keep in mind: planning when to stop, finishing a little earlier than late, taking time to explain before giving homework and reviewing the lesson with the teacher.

### ***Monitoring Class Activities***

The teacher monitored the class activities quite well. Based on observation, it could be seen that the teacher had tried to monitor the behavior of the whole class, group and individual. He toured the class to monitor what they were doing, reminded anyone who did not do their work well, and praised those who did their work so that the students would concentrate on their work rather than being busy. Even though it was tiring, he did it enthusiastically and happily. She said, *"I'm used to walking around the class. If I don't walk around the class, students will only chat with other students. I like to praise students who are diligent in doing their assignments. I remind those who are not diligent in doing their work."*

Based on the results of the interview, the students acknowledged these monitoring activities. The students recognized that when they do assignments, she walked around the class, checked the results of their assignments and supported them. The students also agreed that their teacher often explained the materials repeatedly when they found problems in doing assignments. They said, *"She always sees our work and if we don't understand, she will give an explanation again. If we don't take assignments seriously, she will say Let's do it with enthusiasm."*

This monitoring procedure is in line with what Harmer proposed (2007) that the teacher can walk around the classroom watch and listen to certain pairs and groups to help students. The teacher can help students but does not seem to take charge. In addition, this is also in accordance with what Waring proposed (in Siswayani 2009) that some monitoring techniques can be used to scan, distribute, make eye contact, ask questions, use space, support, change activities, and encourage individuals.

## CONCLUSION

This study focused on the investigation of physical, psychosocial environmental strategies and monitoring the classroom activities implemented by a teacher in managing English classroom and the students' response of the teacher's strategies in Junior High Schools. Although the English teacher was not graduated of English education, she was able to use a variety of student-centered teaching techniques. She encouraged the students to do the tasks in pairs and groups. She also placed great emphasis on classroom discipline. Her strategies encouraged students to actively participate and improve the classroom atmosphere.

This study showed that a teacher used a variety of teaching techniques to enable students' communicative abilities. S/he made the students to take responsibility for their learning through cooperative learning practices. The use of appropriate classroom management strategies ensured the students were closely watched by her teacher even though they are involved in various activities and work in groups. The students also developed mutual respect for their friends when they realized that obeying classroom rules was a teacher's concern. The seating arrangements were arranged based on the activities in the classroom.

Furthermore, the teacher was able to handle some students who were busy with themselves or other and not contribute or even disturb others. Therefore, the teacher's action was approaching the students by going around the classroom often, checking their work and discussing their problems were very appropriate. These strategies can help the teacher control the classroom and create a better learning atmosphere. The results of this study can be used as a platform by stakeholders to improve learning of English as a Foreign Language.

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