

## **CLASSROOM MANAGEMENT APPLIED BY ENGLISH TEACHER AT NINTH GRADE IN THE STATE JUNIOR HIGH SCHOOL 7 JAMBI**

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### **ABSTRACT**

The purpose of this study was to explore the classroom management techniques utilized by the English teacher at the ninth grade level at the state junior high school 7 in Jambi. The descriptive qualitative research approach was utilized in this study, and the methods of data collection were observation, interviewing, and documentation. During the pre-activity phase, the teacher ensured that the students were prepared for the activity by ensuring that they were comfortable. The instructor also organized the seating for the students, ensured that the whiteboard and any other necessary equipment was in the appropriate location, and managed the students by providing a different manner of instruction at each meeting. During the process of learning, the instructor has the ability to foster an environment that is conducive to learning and can construct things that are constructive in order to achieve the best possible results from the learning process.

*Keywords:* Classroom Management, Junior High School, Learning Activity

### **A. INTRODUCTION**

The process of education is a complicated one that involves a great deal of variety and scope. Teaching and learning are inseparable parts of the psychological process known as education, which cannot exist without either component. It is not just the activities that are carried out without any preparation by the teacher that count as learning activities in the school; these activities need also be accompanied by appropriate administration. According to Syaifurahman and Ujiati (2013):106, the lesson needs to be well designed, and teachers should demonstrate compassion, bravery, and a dedication to their students.

The administration of education includes the management of classrooms. The instructor is responsible for all aspects of classroom management, including organization of the class, the students, the time, the space, and the subject matter being covered. According to John W. Santrock, who was referenced by Syaifurahman and Ujiati in their article "Psychology

Education," a successful management of the classroom will maximize the opportunity for pupils to learn more effectively. According to Syaifurahman and Ujiati (2013):109,

The State Junir High School 7th Jambi is widely regarded as one of the top educational institutions in the city of Jambi. Priyo Bagus Anggara, who got the third place in SMANSA spelling Bee and Storytelling Competition in Jambi City level, he got the first place in story telling in Jambi City level, and he also got the first place in Counseling English language. This information was taken from the portal website of the State Junior High School of 7th. many students in the State Junior High School 7 got some achievements, especially related with English.

These accomplishments are evidence that there are some aspects of managing a classroom that are beneficial to the pupils. For this reason, it is essential to conduct a more in-depth investigation of the classroom management practices at state junior high school 7, in order to determine the factors that have contributed to the success of the school as one of the top junior high schools in Jambi. As a result, the author carried out a study with the working title "Classroom Management Applied by English Teacher at Ninth Grade in The State Junior High School 7 Jambi City."

## **B. METHOD (12 pt)**

For this study, participants include English teachers at the Ninth Grade in the State Junior High School 7 Jambi. The research will focus on a purposive sample of English teachers who are currently teaching at this specific grade level. The selection criteria will include teachers with varying levels of experience to gain a comprehensive understanding of classroom management practices.

In this research, the writer used:

The first phase of data collection will involve direct classroom observations. The researchers will visit English classes at Ninth Grade in the State Junior High School 7 Jambi to observe

and document the classroom management strategies employed by the teachers. These observations will be conducted over several weeks to ensure a representative sample of teaching practices. An observation checklist will be developed to systematically record teacher actions and student behaviors related to classroom management.

The second phase will involve semi-structured interviews with the participating English teachers. The interviews will be designed to elicit insights into the teachers' perspectives, beliefs, and intentions behind their classroom management practices. Open-ended questions will be used to encourage teachers to describe their methods, challenges they face, and the effectiveness of their strategies.

The combination of classroom observations and interviews will provide a rich dataset for analyzing the classroom management practices applied by English teachers at Ninth Grade in the State Junior High School 7 Jambi. The qualitative data analysis will involve categorizing and interpreting the observed strategies and teacher responses to identify patterns, challenges, and potential areas for improvement in classroom management in this educational setting.

### **C. FINDINGS AND DISCUSSION (12 pt)**

There are some approach in classroom management, and this research focus in classroom management that proposed by Brown, it is focused on the preactivity. Brown proposed four categories in analyzing the classroom management:

#### *Preactivity*

##### *Sight, sound, and comfort Sight (Visibility)*

Visibility related with placing and arrangement the object in classroom so it is not disturb students' sight. So that, the student could see the teacher freely, object and ongoing activities. The teacher is able to see all of students when learning process takes place. (Brown, 2000: 192) By doing the interviews with some students the result of interview shows that the students can see the teacher clearly and also the teacher can see the student clearly. It showed from the interview from students of class IX E Regular;

“I sit in the back of corner in the class, but I still can see the whiteboard clearly.”

(Interview, August 4th 2016)

“The position of the whiteboard is good enough, so wherever I seat I still can see very clearly.” (Interview, August 4th 2016)

Based on observation and interview which has been done shown that sight of the classroom is quite good, because the placement of the whiteboard in front of the class not disturbed the process of learning.

### *Sound*

The good classroom management should be free from noises. Related to this point, based on observation, it has been shown that location of classroom far away from the noisiness. But sometimes the noisy things come from the school when the other class have a sport class, do a gymnastics and use music to accompany them. (Observation, August 3rd 2016)

Following the result of interview with Mrs. Fadhilah, S.Pd stated that:

“The learning atmosphere at here is quiet enough. There is no noisiness from outside of the school but sometimes come in the school itself because of sport class when the students do a gymnastics and need the music to accompany. So, I ask the students to close the door and the window to minimize the sound.” (Interview, August 4th 2016)

From the result of interview and observation above, the researcher can picture that the sound of the classroom is not be a problem. The teacher can ask the students to close the door and the window to minimize the sounds from the outdoor.

### *Comfort*

The condition of the classroom is very comfort and cleanliness. It is because when the researcher did an observation in that class, the condition of the class is comfort, not stink, and the class is large for

31 students and a teacher. (Observation, August 3rd 2016). Following the result of interview with Mrs. Fadhilah, S.Pd stated that:

“The condition of this class is comfort for me and the students, because this class is cleanliness when rubbish and shoe place are in outside the classroom, it I is make students not disturbed.” (Interview, August 4th 2016)

From the interview and observation above, the researcher can conclude that in that class are comfort and cleanliness. Because the placement of the rubbish and shoe place in outdoor, so the students did not feel the smell and comfort to learn in that class.

### *Seating arrangement*

Seating is the important facilities in process of learning in formal school. Seating arrangement can influence process learning. If the seating is good, not too low or not too high, not too big or not too small, appropriate with the students' body, so the students will comfort and can learn quiet. Harmer suggested that the teacher should choose the best one for the students and especially the task. Insofar as a teacher can makes a general statement about it, it is worth pointing out that, where possible, varying the seating arrangement will make the lessons more dynamic and enjoyable. (Harmer, 2001:164) Interview done with Mrs. Fadhilah, S.Pd and gives the result:

“Usually, when I first time come to the class, I manage the seating first, such as the students who has small body and use eyeglasses sit in the front in order when I explain they are not cover by their friend in front of them. Also for the students with big and tall body sit in the back corner in order when the learning process they did not cover their friends.” (Interview, August 4th 2016)

Agree with statement above, comments given by students of class IX E Regular her name is Syafa like written in citation result of interview above.

“The position of seating is fit, because I use eyeglasses so I sit in the front, it is make me easy to see the whiteboard.” (Interview, August 4th 2016)

Different statement has been given by students in right corner of classroom. Marshanda stated that:

“The position of seating is fit, but sometimes disturbed by my friend in front of me, it is because I sit in the right side of the whiteboard.”

From the interview above, the researcher know that the seating arrangement in IXE class is good enough, because the position of the whiteboard and range of the students are not too close or too far, it is fit and good position, but the position of the students sometime make the other students disturbed.

#### *Whiteboard use*

The chalkboard is one of your greatest allies. It gives students added visual input along with auditory. It allows you to illustrate with words and pictures and graphs and charts. It is always there and it is recyclable! So, take advantage of this instant visual aid by profusely using the chalkboard. At the same time, try to be neat and orderly in your chalkboard drives students crazy. (Brown, 2000:194)

#### *Arrangement of whiteboard at class*

IX E Regular in the State Junior High School 7 Jambi city of pursuant to result of perception shall be as follow:

Length of whiteboard is 240 cm and high is 120 cm put down by in front of class patch at wall with height about 100 cm from floor. Left side is teacher's seating and door class in right of whiteboard. (Observation, August 3rd 2016) The position of the seating arrangement is influence the whiteboard use. It is because when the students sit in the front they can see the whiteboard clearly, but if the sit in the back corner, they cannot see clearly. But, in IXE class, the students do not have any problem about whiteboard use, because the position of the whiteboard is fit in front of the class, big and clean, so the students can see the article clearly. (Observation, August 3rd 2016)

From the observation above, the researcher know that in the class IX E Regular, the placement of the whiteboard and the students already well, because the distance between whiteboard and the students not too far and no too near, and students who cannot see far can see clearly because they sit in the first line. The

whiteboard also big and clean, the students sit in the back corner still can see clearly everything teacher's write.

### *Equipment*

The classroom may be constructed with some equipment that you may use. If you are using electrical equipment (say, an overhead projector or a video player), make sure that there are some aspects that support the equipment. You have to make sure the equipment fit comfortably, everyone can see or hear the visual or auditory stimulus, had enough time to get the equipment and return it to its proper place. (Brown, 2000:194)

The facility or equipment in the classroom looks like similar with other school generally. Picture of president and vice president and Pancasila overhung in the whiteboard. Placement of broom and mop is back of door class and there is dustbin beside class door. The data of the class is in the back corner. There are some heroes of Indonesia pictures in the right and left side. In the classroom, there are two fans in the right and left side it is make the students not feel hot after they have many activities in the class. The table and the chairs are in good condition, if there are broke the school will repair or change with the new. There are four electric sockets. In the outdoor, there are some Arabic languages called Asmaul husna and some painting made by the students also there are some tap to wash the face and hands. (Observation, 3rd 2016)

From the observation above, the researcher can conclude that in the class IX E Regular, the equipment is complete and all facilities are able to use.

### *The Process of Classroom Management*

Planning and preparing for the lesson Before the teacher teaches the students, in the night, the teacher prepare the material, plan the strategy and media that will use in the class based on the material. (Interview, August 4th 2016).

From the interview, the writer know that the teacher have to prepare well before she come to the classroom to teach the students. The teacher prepared the material, media and strategy to teach the students. It made the teacher ready to teach and answer all students' question.

Based on observation in first meeting the writer done in Junior High School 7 Jambi shown before giving material the teacher give pre-activity as stated in lesson plan that teacher do some activities (Greeting, checking attendance list, check the students' readiness, giving motivation,

apperception, explain the learning purpose). The teacher do some greeting like say hello, good morning, how are you and others greeting to make the students feel friendly with her. Then, the teacher checked the students' readiness to know the condition of students. After checked the students' readiness, the teacher gave the students motivation to increase their spirit to study and feel enjoy to learn with her. (Observation, August 3rd 2016).

From the observation above, the writer knew that the teacher have prepared well to teach, because English language is foreign language and hard to understand the language so the teacher gave some strategy and prepare the lesson well to make the students understand everything what she say and she deliver to them. He teacher also act like the students' friend and sometime gave a joke, so it make the students not feel force to learn with her.

#### *Duration of the lesson itself, along with performance.*

Petkovski, K. and Aleksova stated that the management of a classroom is in essence, about being capable of putting time to good use. To implement this in the lessons is very important. Wasting the time of the student usually results in lack of respect (Delceva, 2014:52).

The writer found this situation in class IX E Regular, the teacher can handle the students, but sometime cannot handle the time because limited time. But the teacher can solve it to give the students additional task and additional class after the regular class finish.

“Sometimes my teaching time is not enough, but I can handle it by giving the students private task and explain the material again in the additional class, so in this time I explain clearly about the material.” (Interview, August 4th 2016)

From the interview above, the researcher can conclude that the teacher actually can control the time but she cannot give all of the material to the students in the regular time.

#### *Establishing a positive climate in the classroom*

Djamarah stated that the positive comments can give by teacher to student who has a positive behavior. Many students feel confident about their performance and capabilities with negative comments. This is why teacher should avoid using negative comments. Teacher must be selective in using words and talk with their students in the classroom. (Wiyani, 2013:85).

The writer found this situation in class IX E Regular, the teacher gave the students some positive comments to make them more confident when they gave the arguments or do a perform or dialogue. Some positive comments are like gave the students motivation, and positive feedback.

“Before I start the class, I always give students spirit and motivation about life, about knowledge and others positive comments that make them cheer up.”  
(Interview, August 4th 2016)

From the interview with the teacher and the students above, the writer know how the teacher way to make a positive climate in that class. Before the teacher start the lesson, she always gave the students spirit and motivation to learn especially English language. The teacher can make them cheer up and enjoy the students with the approach that she built before. When the students can answer the question or the students gave the question or some positive activities, the teacher gave them appreciation like the teacher gave two thumbs up or say some positive words such as good, well done or excellent. It is make the students more enjoy and feel confident when they learn English language.

#### *Establishing a working atmosphere and discipline*

The way teacher establish working atmosphere and discipline are gives the students praise when the students do a good work and give them punishment when the students breaking the rules.

“Usually when they can answer or respond my question, I will give them two thumbs up, say good, excellent and sometimes I give them a reward such as gift.”  
(Interview, August 4th 2016)

“The rule that usually I use in the class not too much. The rules are did not late at least 15 minutes before I start the lesson, do not speak or chit chat with other students when I explain the material. Then, if they late, or break the rules, I give them advice to do not do that again, give them educate punishment such as, ask them to make a dialogue or sentence in English related to the material. If they cannot do that I will give additional task until they understand about the material.”  
(Interview, August 4th 2016)

The result from observation and interview above, the researcher knows, that the punishment not only about punish and hurt but it is about how the teacher can make the students learn more about the subject and make the student more diligent to learning everything.

From the observation and interview above the researcher know that the teacher use socio-emotional approach to get the students attention when she teach. The teacher gave the students some joke and sometime did educational play. The teacher can enjoyable to communicate with the students and the students can ask everything they do not know. The teacher is the key to make socio-emotional condition.

As a teacher, they have a role in the class. When the researcher did an observation in the class, the teacher can be the controller to control the class, it is make the class not noisy when they have to discuss. To control the class, the teacher gave the students some roles and punishment, so the students have to obey that roles in order to they do not need to do punishment. The punishment is not hard, it is educational punishment such as gave them a task or a dialogue relate to the material. (Observation. August 3rd 2016).

From the observation above, the researcher know that the teacher can be a teacher if they have and fulfill the roles of the teacher. The teacher of IX E Regular Class can do the roles, because the teacher can be a controller, prompter, resource and tutor to the students. The teacher also can be a leader for the students.

#### **D. CONCLUSION**

administration of the classroom in the ninth grade at State Junior High School 7 By concentrating on Brown's preactivity framework, Jambi discloses several significant conclusions, including the following:

Sight, Sound, and the Sense of Being at Home. Sight (Visibility): The classroom's organization and visibility are well-maintained, which enables both the instructor and the pupils to have a clear view of the whiteboard and the activities that are currently taking place. The fact that the whiteboard is situated in front of the class does not interfere with the actual learning that is

taking on. No matter where in the room they are seated, the students can clearly see both the instructor and the whiteboard, according to the feedback they provided in the surveys.

Sound. The classroom as a whole keeps a tranquil atmosphere, but there may be some noise disruptions here and there as a result of the activity in the classes that are located nearby. A suitable learning atmosphere is maintained when the instructor reduces disruptions from the outside world by shutting doors and windows when necessary.

The classroom has enough of space, is always kept clean, and provides a comfortable environment for both the instructor and the pupils. The elimination of any unwanted scents and the contribution to a comfortable learning environment that they provide are both benefits of placing rubbish bins and shoe racks outside of the classroom.

Seating Arrangement. The instructor thoughtfully sets the seating arrangement in order to meet the needs of all of the pupils, including those who have tiny or tall body types as well as those who wear eyeglasses. Even while the seating arrangement as a whole is adequate, there is a possibility that in certain spots it could provoke some minor disruptions among the pupils.

Use of Whiteboard. The whiteboard in the classroom is of an appropriate size, has been thoroughly cleaned, and is positioned in such a way that all pupils in the room, even those in the rear, can see and understand the information clearly.

The classroom has all of the required facilities, including visual aids such as pictures, electrical plugs, fans, and tables and chairs that are in good shape. The presence of this technology helps to create an atmosphere that is conducive to learning.

#### *The Steps Involved in the Procedure of Classroom Management:*

Planning and Preparation for the Lesson The instructor demonstrates that they have effectively prepared for the lesson by planning the lesson materials, tactics, and media in advance to ensure that the teaching session will be successful.

**Lesson Time** All things considered, the instructor has a good handle on the class's management of the pupils; nonetheless, there may be some difficulties caused by the time limits. In situations like this, the instructor will assign additional work and classes to ensure that all of the necessary content is covered in an adequate manner.

**Establishing a Positive Climate in the Classroom** The instructor contributes to the development of a positive climate in the classroom by providing the students with inspiration and support. It is common practice to develop pupils' confidence by providing them with positive comments and feedback.

**Creating a Productive Environment While Maintaining Discipline** The teacher is responsible for maintaining discipline in the classroom by enforcing rules and imposing consequences, such as offering guidance and instructive penalties when they are required. The regulations primarily focus on creating a courteous learning environment while also emphasizing the importance of arriving on time.

The instructor uses a socio-emotional approach in the classroom in order to pique the students' interest and inspire them to take an active role in the learning process. The utilization of humor, instructional play, and direct communication are all components of this strategy.

The job of the teacher can be broken down into several categories, including that of a controller, prompter, resource, tutor, and leader in the classroom. These duties help to ensure that the classroom remains a productive and orderly place for students to learn.

In conclusion, the classroom management methods that are used in the Ninth Grade at State Junior High School 7 Jambi are in alignment with Brown's preactivity framework. This ensures that the learning environment is congenial, orderly, and supportive of the students' educational requirements. An approach to classroom management that is successful includes the teacher's ability to play an effective role in upholding classroom discipline, cultivating a good environment, and actively engaging pupils.

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