



## **An Analysis of English Teachers' Classroom Management at SMKN 3 Padang**

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### **Abstract**

This research aimed to analyze the typical classroom management of an English teacher in a vocational high school in Padang. The sample of this research was two English teachers, teacher A, and teacher B. They taught the tenth-grade students, once a week, for 3x45minutes. The data were analyzed by using the theory of Wright and collected by taking video and field notes. This study limited the day to gain the data in six days. Finally, it showed that teachers in SMK 3 Padang were having a different style of classroom management personally, and found was a teacher in SMK 3 Padang has issue in time management and discipline.

**Key words:** Classroom Management, Vocational high school

### **A. INTRODUCTION**

Classroom management is one of crucial things to maintain an effective, efficient, and conducive classroom atmosphere for student learning. The challenging part of classroom management is making sure that students feel they are in an environment that allows them to achieve their goals. Therefore, teacher needs to pay attention to this challenge part. Furthermore, there is a challenge also if the students need more special needs such as preparing themselves to enter the workforce after graduating from the senior high school as Human Resources (HR). In this case, students will require other special needs side-by-side with their basic needs in learning. The students that requires special needs like these are students in a Senior Vocational High School (SMK).

There were some phenomenon in a typical vocational senior high school in Padang, SMK 3 Padang; teachers' low awareness of the importance of classroom management. Therefore, this study aimed to analyze the teachers' style of classroom management in SMK 3 Padang.

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## **B. RESEARCH METHOD**

This research is about an analysis English teachers' classroom management. In this research, the writer used descriptive qualitative research. The aim of using descriptive research is to analyze English teachers' classroom management. The population of this research was all of English teachers at SMKN 3 Padang. As for the sample of this study, the researcher chose random sampling. The researcher put the name of the classes to a piece of paper and rolled them, then shake it in a bottle and took a piece of paper. It showed the teacher who taught the tenth grade in SMKN 3 Padang. There only two English teacher who taught tenth grade.

The researcher differ those teacher as teacher A and teacher B to eased the study. This research used two instruments in taking the data. First, video recording was used in this study. Camera was used in order to obtain more accurate and detail data in the study, either picture and video. Second, this research used field note in taking the data. Field note was used in order to help the researcher to observe the teachers' understanding of classroom management during the teaching-learning activities.

In analyzing the data, the researcher used six steps; Observation and Interview; Video Recording; Photo taking; Field Note; Describing and analyzing the data; and Summarizing and concluding the discussion of the findings. First, the researcher observed the physically condition of the sample classroom and took some information. Second, the data that has been recorded from the classroom activity described in terms of classroom management strategy by Wright. Third, the photo was taken in order to give clear data about the same in the classroom and the classroom management strategy. Then, Field note will help the researcher to add some information that did not record or taken by the camera. The data that has been recorded were students' behavior and participation. Afterwards, The researcher described the classroom management strategy that the teacher uses in the classroom based on the theory of Wright. Lastly, the researcher will draw the conclusion based on finding above.

## **C. RESULT AND DISCUSSION**

The study aimed to analyze the English Teacher's Classroom Management at SMKN 3 Padang, and the sample were two English teachers who taught tenth grade. The researcher has already did an interview to gain some information about the teachers' tendency in using their technique to manage the classroom. She also took a field note about the general information of both classes and only used video recording one time. Finally, enriched the data by taking some field notes and pictures from both classrooms.

According to Wright (2005) there are 4 elements in the core of classroom management; 1) time, 2) space, 3) engagement and 4) participation. In the words of time, teacher A was discipline in the use of time, it can be seen from the table

4.1 that she came at 7.30 a.m each day, she left the class at 9.45 a.m in days 1 and 3 and one minutes earlier at day 2 because the bell has already ringing. In contrast, teacher B was always late in three days the researcher recorded the data. Both teachers were using lecturing method and sometimes encourage students to do activities such as game and group discussion. Teacher A tended to use around 126 minutes to explain the material to the students. dramatically, teacher B tended to use 56 minutes faster than teacher A. teacher A use only 18 minutes to let the students refresh by giving them a game, meanwhile teacher B tended to use almost 90minutes to do group discussion.

The time that either teacher A and B got were the same. However, the time was manage differently. Teacher A was a discipline teacher and she was never came to the class out of the time, she also used her time wisely to teach and explain the material. She also let the students played a simple game to encourage students attention. In contrast, teacher B did not pay attention to the time management, she came and left the class later and earlier. It showed that the management of teacher A was better than teacher B

These sizes were not giving any obstacles to the teacher, either A or B, because the students had enough space to sit in groups and played the game. Teacher A and B also eased by these sizes because they were able to saw all students individually in each line vertically or horizontally and around the class. These also eased them to talk to the students directly, either individually or in groups. The teacher were able to see the student's movement.

Both of the classes were arranging the seat into the conventional arrangement, generally. Teacher A used this general conventional seat arrangement. However, teacher B used both conventional seat arrangement in day one and group seat arrangement in days 2 and 3.

Students in teacher A class were 36 in total and only 5 of them were male students. The male students were choose to sit with the other male friends. They also choose to sit in the first and second row. And teacher A engage their students with attractive media such as laptop, speaker, projector, and games. Also, teacher A used English to attracted her students to be exposed with the language they learned.

Teacher A was explaining material orally and encouraged students to join her in the classroom activity actively. Teacher A generally explained the material first, and then she gave some instructions or simple game. After students finished answering the question or games, the teacher gave compliments to the students. Teacher A used bilingual techniques, naturally using English and Indonesia.

From the table above, there were 65,80 percents times for teacher A to taught by using English, proved by uttered 229 words in English and only 119 words in Indonesia.

English Words Percentage

$$\frac{\text{English Words}}{\text{Total Words}} \times 100 = \frac{229}{348} \times 100 = 65,80\%$$

Indonesian Words Percentage

$$\frac{\text{Indonesia Words}}{\text{Total Words}} \times 100 = \frac{119}{348} \times 100 = 34,19\%$$

Teacher B was explaining the material orally by using a bilingual technique, too, and let the students listen to her explanation. Teacher B generally explained the material first, and then she asked the students to sit in groups. Teacher B gave a topic to the students and let them discuss with their group members. After students finished their discussion, the teacher encourages the students to give their opinions. Finally, the teacher gave her opinion too and let the students comments or move to the other groups' opinions. However, not all the students actively participated in the discussion because they could not utter their opinion in English.

Students in teacher B class were 35 in total and only 3 of them were male students. The male students were choose to sit with the other male friends. However, they choose to sit in the last first and second row. Teacher B engage their students with lecturing, group discussion and telling students' opinion in group discussing. However, there were no teacher B transcription of her language used in the classroom

In addition, teacher A attempts to let her students engage in her teaching-learning activity was by exposed students with the English the most at 64,80%. It showed that teacher A used English the most when the camera was recording. Similarly, when the camera off, teacher A used both English and Indonesia language to explain the material. It exposed the students with the language it selves, thus will help students to get involved in English. It eased the students to get exposed to the language. However, there was no valid data of the language that teacher B used the most in teaching-learning activity. There was no video and audio recorded.

Students in teacher A class actively involved in the classroom the most at the second day the researcher took the data. The students were actively involved because the teacher let the students to played a simple game. While in the first day, there were only three students who asked for re-explanation. And the amount of active students were increase at the last day at seven. In contrast, there was only one student in class B in day one who raised them hand. The other two days, the amount of active students were increased. However, the active students were only the same students because they were in the same group for the group discussion activities. Thus, the other students were kept silent and listened to the discussion of other group.

It showed that, in day 1, students were not really interested to the explanation of teacher A. The next day, teacher A improved the students

activeness by giving them a simple game, however. Luckily, teacher B also able to increased students' activeness. However, she could not control the active group and encourage the other groups to actively involved in the group discussion for both days.

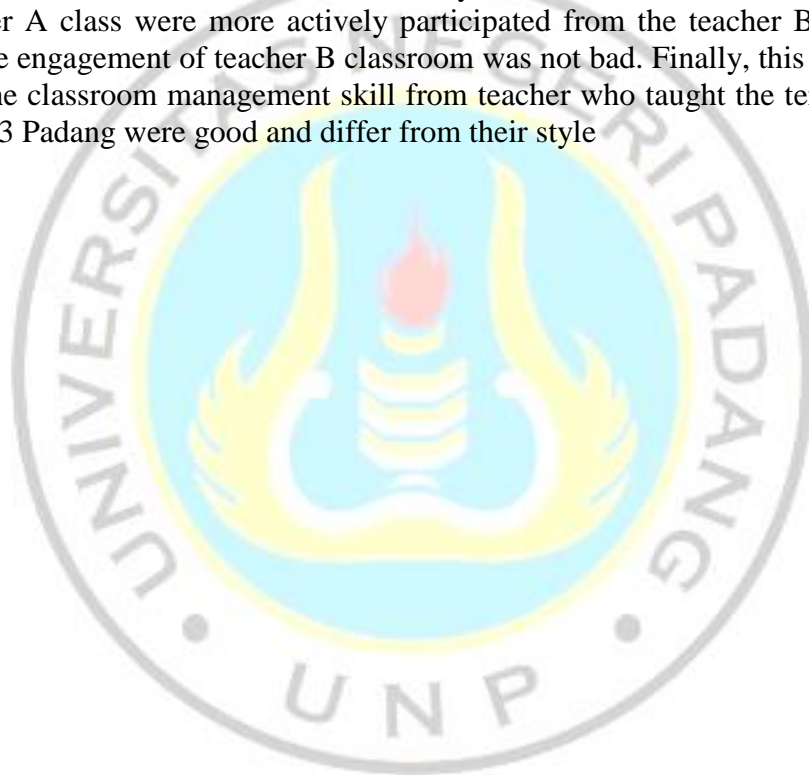
Teacher A and B were always greeted the students using English when they came to the class. It showed that both teacher A and B were applied the greetings in English properly. Consequently, the students got exposed by English and were able to greeted the teacher too.

In this category, the participation was found actively day by day. Students were attracted to the PowerPoint that teacher A gave and actively involved when they came to the game time. Unfortunately, students were not sufficiently active when the teachers asked students to ask some questions or re-explanation. The teacher usually gave feedback during the lesson or at the end of the lesson. The students' mistakes were usually in their pronunciation and teacher A gave practices in pronouncing some words.

Meanwhile, teacher B classroom participation in day 1 was not active. Students just listened to the explanation and sometimes asked permission to went out of the classroom. However, in days 2 and 3, students were attracted to participated in the classroom activities after the teacher asked them to sit in groups and had a discussion. Unfortunately, several students were not participated in the classroom. They tended to keep silent and let their friends to uttered their opinions

#### **D. CONCLUSION AND SUGGESTIONS**

Thus, the result of this research showed that classroom management in learning English at SMKN 3 Padang seen from the time and space was a well-arranged, because the time allocating is enough and the classroom atmosphere is good. Seen from the management of the teacher, was basically differ by the teachers' style. Different teacher has their own characteristics, therefore they tended to use the style they like in teaching and learning process. Although, both teachers used English and Indonesia in the classroom, but their style to engage the students in the classroom were very different. However, the students in teacher A class were more actively participated from the teacher B classroom, but the engagement of teacher B classroom was not bad. Finally, this study found that the classroom management skill from teacher who taught the tenth grade in SMK 3 Padang were good and differ from their style



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