

**THE INFLUENCE OF CLASSROOM MANAGEMENT ON STUDENTS'
ENGLISH ACHIEVEMENT AT SMA NEGERI 3 LUWU**



**UNIVERSITAS MUHAMMADIYAH
MAKASSAR**

A THESIS

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Degree of Education English Department*

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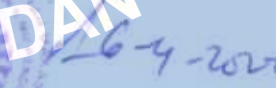

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MOTTO

SUCCESS AND HAPPINESS WILL MEAN A LOT IF YOU ARE
WILLING TO SHARE IT WITH OTHERS

-ALBERT CAMUS

DEDICATION

I dedicate this thesis especially for my beloved parents Alm. M Nasir Said &
Jawariah Pajju and my beloved brother & sister.



ABSTRACT

SULISTIANA. 2021. "The Influences of Classroom Management to the Students' English Achievement at SMA Negeri 3 Luwu (A Descriptive Qualitative Research)".

A thesis of English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar (supervised by Eny Syatriana and Ismail Sangkala).

This study aim to find out (1) The teachers' strategy in managing the classroom activities in teaching English in the class and (2) The influence of classroom management to the students' English Achievement.

Classroom management is one of the key to success in classroom teaching and learning activities. Teachers' well-designed classroom management will have a positive influence on students' students' achievement. Teacher is one of the most important person who can deliver an effective classroom management; it is about how teachers can arrange the classroom in the English learning process. Every teacher must have a strategy for delivering a skill to their students that is always up to date. This research use descriptive qualitative method. The subject of this research was the English teacher at SMA Negeri 3 Luwu. The researcher use observation checklist, documentation, and interview as the instrument to collect the data in this research.

Based on the research findings, the results show that classroom management significantly influences students' English achievement. Based on this research found that there are five teachers' strategies in managing the classroom activities in teaching English, namely physical design of classroom, rules and routine, relationship, motivation and giving instruction, and discipline. Thus, the classroom management by teacher gave the influence to students' English learning achievement in class.

Keywords: Influences, Teachers' strategy, Students, Classroom Management, English Achievement.

ABSTRAK

SULISTIANA. 2021. "Pengaruh Pengelolaan Kelas Terhadap Prestasi Belajar Bahasa Inggris Siswa di SMA Negeri 3 Luwu (Penelitian Kualitatif Deskriptif)".

Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Eny Syatriana dan Ismail Sangkala).

Penelitian ini bertujuan untuk mengetahui (1) Strategi guru dalam mengelola aktivitas kelas dalam pengajaran bahasa Inggris di kelas dan (2) Pengaruh pengelolaan kelas terhadap Prestasi Bahasa Inggris siswa.

Pengelolaan kelas merupakan salah satu kunci keberhasilan dalam kegiatan belajar mengajar di kelas. Pengelolaan kelas yang dirancang dengan baik oleh guru akan berpengaruh positif terhadap prestasi belajar siswa. Guru adalah salah satu orang terpenting yang dapat memberikan manajemen kelas yang efektif, ini tentang bagaimana guru dapat mengatur kelas dalam proses pembelajaran bahasa Inggris. Setiap guru harus memiliki strategi untuk menyampaikan suatu keterampilan kepada siswanya yang selalu up to date. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah guru bahasa Inggris di SMA Negeri 3 Luwu. Peneliti menggunakan observasi checklist, dokumentasi, dan wawancara sebagai instrumen untuk mengumpulkan data dalam penelitian ini.

Berdasarkan hasil penelitian, hasil penelitian menunjukkan bahwa pengelolaan kelas berpengaruh signifikan terhadap prestasi belajar bahasa Inggris siswa. Berdasarkan penelitian ini ditemukan bahwa ada lima strategi guru dalam mengelola aktivitas kelas dalam pengajaran bahasa Inggris, yaitu desain fisik kelas, aturan dan rutinitas, hubungan, motivasi dan pemberian instruksi, dan disiplin. Dengan demikian, pengelolaan kelas oleh guru memberikan pengaruh terhadap prestasi belajar bahasa Inggris siswa di kelas.

Kata kunci: Pengaruh, Strategi Guru, Siswa, Manajemen Kelas, Prestasi Bahasa Inggris.

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First of all, thanks to Allah SWT and all praises just to him, the lord of the world and creator of universe who gives us blessings and mercy therefore i can complete this thesis entitled "The Influence of Classroom Management to the Students' English Achievement (A Descriptive Research on the Eleventh and Tenth Grade Students of SMAN 3 Luwu)." Shalawat and salam are upon the greatest prophet Muhammad SAW, his family, companions and adherents.

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Makassar, February 2022

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CHAPTER I

INTRODUCTION

A. Background of the Research

In Indonesia, English is taught and studied as a foreign language. Therefore, teaching and learning English as a foreign language is a complex activity. Hence, many students think that learning English is very difficult because it is not their first language. Thus, teachers play an important role to their students in understanding and master English well. The teacher should be make sure that the process of teaching and learning English in school is effective and run successfully. The successful of teaching process caused of several things, one of them is classroom management.

Classroom management is known as a signified point in optimizing student learning process in terms of facilitating academic (the materials) and socio-emotional (maturity and social skills) and in leading class control (Lathifah et al., 2020). While Doyle in Egeberg et al. (2021) stated classroom management is defined by behavior, yet it can also be defined more broadly involves planning, organizing and controlling students, the learning process and classroom environment to create and maintain effective learning experiences. In addition, classroom management helps to create better learning and teaching process which are the most important both for learners and teachers.

Classroom management is known as the key component of successful teaching. It is the way of teacher in create a classroom atmosphere and environment conducive for learning. Students can be easily to understand the lesson if they are in a conducive environment. Students can be more concentrate if the atmosphere or the environment of the classroom supports them to learn.

Classroom management as an important component of teaching should be fulfilled by teacher as a class manager (learning manager). Other researcher also stated that classroom management is a top priority for teachers. They added managing a classroom includes accounting for routines, schedules, physical arrangements, teacher-student relationships, learning dynamics, and instruction (Cooper & Scott, 2017). Thus, teachers have authority to create the kind of environment that goes on the classroom. The previous finding shows that teachers who conduct a classroom management as a process of establishing and maintaining effective learning environment tend to be more successful.

As stated above, an effective classroom management is one of the keys to the success of teaching and learning process, thus management skills are important. Furthermore, a successful teacher is one who has a well-designed classroom management where students can learn based on the created classroom environment. Classroom management refers to what teachers must do in order for the learning process to take place, including dealing with students, managing time, controlling classroom, and managing teaching

materials. Therefore, the well-managed classroom will affect to the students' achievement.

The previous explanation shows the importance of good classroom management need to be applied for all teachers including English teachers. A good classroom management must be understood by teachers because it will be affect to the learning activities and psychological condition of students in learning process. The teachers manage the classroom in order students can easily understand the lesson, improve teachers' skill in managing classroom and help students to achieve their goals.

In learning process, students can get good achievement if they study well. There are many ways and strategy to increase students' achievement such as interesting method, good learning strategy, and good classroom management. In the previous findings showed that classroom management skills are the most important factor in determining the successful of teaching. Moreover, there are still many teacher lack of management skills which influence the learning environment ineffective. When the learning environment is ineffective, it is difficult to achieve the learning goal. Hence, mastering classroom management skill is crucial for teachers.

There are some important factors that teachers need to know in order to create an effective teaching and learning in the classroom include teacher guide and communication, physical arrangements, teacher-student relationships, physical presence, seating arrangement, and elements necessary classroom management. Thus, those factors above have influence towards

students' achievement but many teachers do not aware about the important of classroom management. The way teachers manage classroom is crucial for effective teaching. Hence, the teachers have to create an appropriated classroom management.

There are two factors that cause the low level of students' skills in English lesson, namely external factors and internal factors. External factors, related to the influence of the use of Indonesian in the family and community environment in daily communication, there are still many students who use their mother tongue or regional dialect to communicate with each other. While internal factor are the lack of interest and effort of students in learning to speak with correct pronunciation, intonation, and spelling in speaking skills, lack of confidence to speak English in public. Therefore, to guide English students in the classroom, the teacher must have good and interesting teaching techniques. Because the way teachers teach affects student learning outcomes. This means that teachers must create appropriate classroom management.

Based on the explanation above, the researcher is interested to conducted a research entitled "*The Influence of Classroom Management on Students' English Achievement at SMA Negeri 3 Luwu*".

B. Problem Statement

In relation to the background of the study, the problem statement is formulated in the form of question as follows:

1. What is the teachers' strategy in managing the classroom activities in teaching English in the class?
2. What are the influence of classroom management to the students' English achievement?

C. Objective of the Research

In line with the problem statement above, the objective of this research as follows:

1. To find out the teachers' strategy in managing the classroom activities in teaching English in the classroom.
2. To find out the influence of classroom management to the students' English achievement.

D. Significance of the Research

This research will give English teachers and researchers information about classroom management. Besides that, the research result will be used as reference for other researchers to develop this research in future. This research will give findings to support next researchers in conducting future research to develop their research to be more specific or details. Additionally, this research will used as the input information about the influence of classroom management on students' English achievement to see this research result, it will be useful to guide teacher in finding effective strategies to managing classroom in teaching English and it will be easy the teachers in preparing the classroom management and maximizing learning process. Then, this research result will contribute to the stakeholders in schools to find out the influence of

classroom management on students' English achievement. Therefore, the stakeholders can evaluate the classroom management that is used by English teacher to teach the senior high school students.

E. Scope of the Research

This research will restrict to find out the influence of teachers' classroom management and the strategies in classroom management used by the English teachers based on the component of classroom management. The researcher will restrict the research location and subject in SMA Negeri 3 Luwu with the first and second grade of senior high school's student.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

In this point, the researcher provides the previous researches that have been conducted to observe about the influences of classroom management on students' English achievement and the differences between the previous researches and this research. There are many previous researches related to the influences of classroom management as follows:

Nasrullah et al. (2021), in their research showed that in teaching and learning process, the teacher has important role for the students. Classroom management creates encouraging environment in the classroom for productive learning. The classroom management and learning media together have a positive and significant effect on learning achievements through teacher performance either directly or indirectly in elementary school in Cluster I Ponre District Bone.

Saggaf et al. (2017) in their research showed the teacher as a facilitator, controller and manager is the key of effective teaching and learning. Saggaf et al. concluded that the effect of classroom management has influence to the student learning outcomes.

Oktaviani (2017) concluded that teacher as a learning manager has important role in teaching activity. There is positive and significant influence

of classroom management on students' English achievement at the eleventh grade students' of SMK N 1 Purworejo in the academic year of 2016/2017.

There was also research conducted by Saifi et al. (2021). The result of their study showed that teacher who use effective classroom management can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur. Saifi et al. also found that social-studies classroom management had a significant positive influence on student learning motivation.

Furthermore, the previous research results above relate to the research that will conducted. There are some similarities and differences between this research and the previous research. The similarities between this research and previous research is study about teachers' classroom management in influences learning outcomes. Meanwhile, the differences in this research is the classroom management component towards information of the influence of classroom management on students' English achievement at SMA Negeri 3 Luwu.

Based on some of the research findings above showed that classroom management is very crucial and fundamental in the teaching and learning process. In addition, researcher can conclude that every teacher should be able to create good classroom management.

B. Some Pertinent Ideas

1. Theory of Classroom Management

a. Definition of Classroom Management

Classroom management consists of two words, they are "management" and "classroom". Management is defined as a process that manages activities or behavior in order to achieve a positive effect, while classroom is defined as a place or space that is used for teaching and learning activities. Classroom management is a complex behavioral problem and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and use learning (Indrawan, 2021:15).

Generally, classroom management refers to a wide range of skills and techniques used by teachers to keep students organized, orderly, focused, attentive, on task, and academically productive in the classroom during learning process. Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active involvement in learning, and self-motivation (Burden, 2020). Many issues come to mind about classroom management, such as rules and procedures, guiding and reinforcing appropriate behavior, dealing with inappropriate behavior, motivating and engaging students in teaching, teacher-student relationships, and a number of related topics.

Classroom management is a process to create and maintain an orderly classroom atmosphere. More specifically, classroom management

is an integral part of effective teaching that prevents problems in the classroom through planning, managing effective learning activities, providing interesting teaching materials, well teacher-student interactions, aiming at optimizing student engagement and collaboration in learning.

Principles of Classroom Management

Managing classroom is not an easy thing to hold, there are several elements that contribute to the difficulty of classroom management. In order to create conducive classroom environment, teachers can use the following classroom principles of management to provide high-quality interactive learning, as following:

1) The principle of warmth and enthusiasm

The teacher's enthusiasm is an important component of effective teaching, as it benefits both teacher's well-being and instructional behavior, as well as students' cognitive, emotional, and motivational results. Hence, the teacher's warmth and familiarity with the learner, as well as their constant excitement for their job or activities, it will be contribute to the effectiveness of classroom management. This indicates that a good teacher should be has important qualities that are important for creating a classroom environment that promotes student learning and motivation. Teachers must have the following qualities: enthusiasm, kindness, empathy, and good expectations for their students.

2) Create challenges

Challenges will allow the teachers to remain passionate and learn new methods to handle a variety of situations. When teachers get a challenge in teaching, they will automatically look for ways or strategies to overcome the challenges they faced. This makes it possible for teachers to increase their skills and understanding in the teaching process.

3) The use of a variety of methods

Teacher can use of a variety of methods, approaches, techniques, styles and instructional tools to build students passion for learning. Thus, within the existing learning conditions, the learning process is considered as an interaction between the teacher and student, aiming to transfer common knowledge, skills, and values to the student. Further, the use of variety teaching methods can help teachers in teaching and identify which methods and strategies that attract students' interest in learning.

4) The implementation of more flexible and enjoyable methods and activities

Monotonous teaching styles and always the same teaching methods will indirectly make students bored, passive, unmotivated and have no passion for learning. Therefore, teachers must be as creative as possible using effective teaching methods or strategies to build students' enthusiasm for learning. The teachers should be

identify the learning objectives before conduct their teaching and then use effective strategies to achieve the learning goals

5) Delivering positive things to students

If the teacher encourages students by giving a positive and proactive orientation based on the teacher's conviction and believes that all students will be able to achieve in the learning, students will be actively involved and provide engagement time. Teachers must also have a sense of responsibility in order for all students to achieve their full potential. Delivering positive things to students and avoiding mistakes that can lead to negative student attitudes toward teachers as much as possible (Sulaiman, 2020).

b. Components of Classroom Management

An effective classroom management includes active interaction between teachers and students and get positive results of students' development. Therefore, some strategies are important for teacher in managing classroom. There are four components of classroom management as follows. There are five components of classroom management.

1. The physical design

The physical design of a classroom refers to how the space is organized, including where students' desks are positioned, where the teacher's desk is located, where learning centers and materials are located, and where frequently used things like pencil sharpeners are, and et cetera.

2. Rules and Routines

To maintain class activities running efficiently with as little disruption and waste of time as possible, teachers develop class norms and routines such as giving back papers and taking attendance. Classroom rules are more broad and are intended to prevent a specific type of behavior, whereas routines are more specific to specific tasks and usually provide some direction on how these tasks should be completed, rather than attempting to prevent a specific type of behavior. They were critical components of a good classroom management strategy and has important role toward creating a conducive learning environment. Routines are important to the classroom's general flexibility. They demonstrate to students how to do communications chores in an efficient and organized way.

3. Relationships

Effective classroom management include loving, supporting relationships with students, while parents encourage supportive relationships among their children. The classroom would be a space for each member to express their thoughts and work together if the teacher and students had a strong relationship. Academic performance is determined by the close relationships and mentoring that teachers and students share.

4. Engaging and Motivating Instruction

Effective management create engaging training and carefully plan

their instruction to ensure that each learning activity is well-organized and runs well. The use of instructional techniques to increase students' motivation and interest in studying is referred to as teaching. Teachers needed to recognize that there was a mutual link between successful classroom management and engaging, inspiring education. On the one hand, the more engaging the teaching, the fewer behavioral issues will occur, because students will actively engage, interest, and motivate in the lesson. On the other side, there were some classroom management concerns that needed to be addressed in order for a teacher to engage students and schedule their instruction so that each learning activity is properly organized and works smoothly. For example, a teacher may give a motivation before beginning the lesson since motivation may pique a student's interest in studying and make them joyful, such as by playing a game or telling a tale, and et cetera.

5. Discipline

Discipline is the necessary action taken by a teacher toward a student when the student's behavior disrupted the current educational activity or violated a pre-established regulation established by the instructor, the school administration, or the general public. Discipline, behavior guidance, and setting limits are all related to teaching children how to take care of themselves, others, and the environment around them. Discipline is centered on teacher activities that aim to prevent and respond to student misconduct. Discipline does not just refer to the actions taken by teachers

in response to misbehaving. Discipline also includes activities taken by teachers to avoid misconduct. For example, in every meeting the instructor and students must arrive on time (Garret, 2014).

c. Basic Principles in Classroom Management

In a school, it should be realized that the number of students in the class will also affect the dynamics of the class itself. The more students there are in a class, the more likely there will be conflicts between students. On the other hand, the smaller number of students in a class, the smaller the tendency for conflict to occur. Therefore, in order for classroom management to be implemented properly, it is important for teachers to be able to understand some basic principles of classroom management. These basic principles are very much needed in order to minimize the emergence of problems or disturbances in managing or managing classes. Some of the principles of classroom management as follows:

1. Teachers must be warm and enthusiastic

In order for the class to be managed properly, a teacher must be warm and enthusiastic to students. To be able to have a warm attitude towards students, teachers can do the following:

- a) Ask how the students are doing before starting the lesson. This method can at least build a deep impression on students and make them really feel cared for.
- b) Provide time and opportunity for students to express the problems they face, both regarding subject matter or other issues.

- c) Pray for students. When the teacher fervently prays for the students and the students agree with it, then at that time there is a strong emotional connection between the teacher and the students.

Meanwhile, to be able to have an enthusiastic attitude towards students, there are several steps that need to be taken, namely:

- a) Do not be stingy in giving praise to students. Giving praise before ending the class is something that should be done.
 - b) Always trying to help students. Provide solutions to problems raised by students, even if they are not related to the lesson.
 - c) Often share opinions with students. Invite all students to express their opinions, if some of them are bringing up their personal problems.
 - d) Appreciate every student's opinion. Appreciate every opinion expressed by students in order to create an intimate atmosphere in class.
2. Teachers must be able to provide challenges

Usually every student really likes some challenges that pique their curiosity. Therefore, teachers must be able to provide challenges that can provoke students' enthusiasm in following their subjects. Several steps can be taken by teachers in providing challenges, namely:

- a. Do a simple evaluation periodically every week. If today the teacher conveys the material of a lesson, then the evaluation can be carried out in the following week.
- b. Interspersed with quizzes, for example the teacher makes puzzles whose materials are taken from the subject matter or invite students to study

outside the classroom as a means for refreshing.

c. Connect with the outside world. Relate subjects to problems other things that are practical can also be a good choice for teachers to pose challenges to students.

d. Using a variety of methods. The teacher must realize that students are likely to be bored and bored with the way he teaches so far. This boredom clearly has a big influence on students' ability to concentrate, so teachers need to use or try many teaching styles and methods in delivering subjects.

3. Teachers must be able to be flexible

Every teacher must be able to be flexible to their students. That is, in the classroom a teacher does not have to position himself as an all-knowing person. Once in a while, the teacher must also be able to position himself as a "brother", "parent", or "friend" for his students. Flexible association between a teacher and students can foster mutual respect and appreciation. To achieve this, there are several steps that a teacher can take, namely:

- a. Treat students as if they were their own children. As a brother, of course we are not awkward if we ask for help or are asked for help by them.
- b. Occasionally call students with the call "son". This kind of close call can create a deep impression in students, a kind of feeling that students are their own children.)

c. Often spends time with students. Playing together in free time with students can also stretch us with them. Avoid being prestige that is too rigid to students. Throw away the notion that teachers must always maintain the image of their students, so they must limit their association with them, other than only teaching interests in the classroom.

4. Emphasize the Positive

It should be noted that in teaching and educating, teachers must emphasize the positive and avoid focusing too much on the negative. In the classroom, the teacher's views and attitudes towards something can have a big influence on students. The things that teachers need to do to be able to cultivate this attitude include:

- a. Do not criticize students who do negative in class. Set a time where the teacher can talk and advise the student concerned without having to embarrass him in front of friends.
- b. Always remind them of the goals and ideals of learning, as well as point out any things that can damage those ideals.
- c. Give praise if there are students who have taken positive actions. Don't forget to encourage and motivate other students to do the same. The ideal class is when the teacher always concentrates on the positive things students do and prefers to take a personal approach.
- d. When dealing with students who act negatively. The things above will make the learning atmosphere in the classroom always well

maintained (Salman in Astuti, 2019).

d. The Purpose of Classroom Management

The most important factor in determining the success of the learning process is classroom management (Yantoro, 2020). This is in line with the goal of classroom management, which is to create suitable classroom settings for teaching and learning activities to place in accordance with the goals. The purpose of classroom management is essentially contained in the goals education. In general, the purpose of classroom management is to provide facilities for a variety of student learning activities in a social, emotional environment and intellectuals in the classroom. The facilities provided allow participants to students learn and work, creating a social atmosphere that provides satisfaction, atmosphere of discipline, intellectual, emotional, and attitude development and appreciation on students (Nurmalasari, 2019).

The purpose of classroom management is to provide a conducive learning environment. She added that effective learning tends to be more successful. As a result, teachers should encourage participation and cooperation in overall class activities, as well as manage the work atmosphere to be conducive to teaching and learning (Yumnah, 2018).

Furthermore, the purpose of classroom management is essentially contained in the goals of education. In general, the purpose of classroom management is to provide facilities for various student learning activities in a social, emotional, and intellectual environment in the classroom. The

facilities provided allow students to study and work, create a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional, attitude development and appreciation of students (Sudirman in Yasa, 2018).

Based on the definition above, the researcher concludes that the purpose of classroom management is reflected in the educational goal and inseparable from the achievement of educational goal to be achieved. To achieve the goal, classroom management can not to be separated from a conducive classroom atmosphere. The atmosphere in question is a reciprocal relationship between teachers and students as well as student and students. Hence, this is also very determined by the facilities, tools and media in conducting the teaching and learning process. So that, teacher skills are needed in creating and maintaining a conducive atmosphere and optimal learning environment, and controlling it if there is a disturbance in the teaching and learning process.

e. **The Function of Classroom Management**

A successful teaching and learning process often depends of classroom management by the teachers. Classroom management is an effort made by teachers including planning, organizing, and optimizing various sources, materials, and learning facilities in the classroom in order to create effective and quality learning activities for students (Widiasworo, 2018). Widiasworo added that classroom management is to make changes in the classroom, so that students can work together and develop self-control. In

general, classroom management function is to create conditions in class groups in the form of a good classroom environment, which allows students to act according to their abilities. Thus, well-managed classroom allows to facilitating maximum teaching and learning activities, to achieve learning objectives, to provide convenience in supporting learning resources and to arouse students' enthusiasm for learning.

There are four function of classroom management, class planning, class organizing, class leadership and class control function.

1. Class Planning Function

Planning is making a target to be accomplished or achieved in the future. In the classroom, planning is the process of carefully considering and determining the direction, goals, activities, resources, and the best method or approach for teachers to use.

2. Class Organizing Function

The teacher arranges the effort so that the plan can be carried out successfully after gaining certainty about the direction, goals, activities, resources, and the best method or approach to apply

3. Class Leadership Functions

Effective leadership in the classroom is part of the teacher's responsibility in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out effective teaching and learning processes in accordance with the

functions and objectives of learning.

4. Class Control Functions

Controlling a classroom is a challenging matter where in the classroom activities are monitored, recorded, and then evaluated to see what is lacking and what needs to be corrected. Control is a process to ensure that actual activities are in accordance with planned activities (Karwati & Priansa in Nugraha, 2018).

From the definition above, it can conclude that classroom management function is to create a conducive learning environment for students so that the teaching goal can be achieved successfully and efficiently. Classroom management function is not only about classroom setting, but also organizing, monitoring and creating interactive and creative classroom situation in order students can get a better learning experience that encourages them to enthusiasm in learning process. Therefore, the teacher must manage the class as well and as effectively as possible so that it becomes fun and interesting learning environment for students in learning process.

f. Effective Classroom Management

Teachers can create effective classroom management. An effective classroom management will affect the academic performance of students, as a result will ensure student learning outcomes desired by the school (Omomia, 2014). There are some ways need to know by teachers to create an effective classroom environment that can improve students' abilities are

as follows: 1) Classroom management, there must be facilities to develop unity and work together. 2) Group members should be given the opportunity to participate in decision-making that affects relationships and learning conditions. 3) Group members must be guided in resolving doubts, tensions and feelings of depression. 4) It is necessary to create a strong friendship and trust among students (Faruqi, 2018).

1. Classroom Management Activities

The classroom management activities includes a number of teacher activities in class in implementing climate coaching class in terms of processes, planning activities, implementation, assessment, and monitoring. Substantially, classroom management activities include four coaching as follows:

2. Student Discipline Development

Student discipline development refers to on efforts to enforce rules and regulations class, whether written or not written. Class rules contain prohibitions, warnings, suggestions, orders, and advice to students, along with sanctions for the violator.

3. Classroom Social Climate Development

Fostering a class social climate is developing and maintaining close social relations and cooperation class in harmony. Management tasks class is to encourage the growth of the climate positive class with path (1) develop rules or regulations class social order, (2) encourage growing togetherness of class members and avoid conflicts that can trigger the

emergence of class member division, (3) foster trust and mutual respect, to avoid arising negative social prejudices, (4) develop tolerance and tolerance towards fellow members class, (5) encourage the ability to adjust to fellow class members, (6) fostering cooperation between students, (7) control the growth negative competition, (8) control class from the emergence of deviations behavior and to class rules, both individually and in groups.

4. Socio-Emotional Climate Development Class

Class socio-emotional climate emphasizes the study of relationships psychological interpersonal among class members. The socio-emotional climate of the class is mood tendencies psychology that colors the relationship between students in class. In line with that, class management task is develop maintain and restore the psychological atmosphere of the class conducive, is (1) the atmosphere of the relationship warm, friendly, and friendly interpersonal happy (2) no pressures mental disorder that confuses students' feelings, (3) the students is free from feelings of fear, (4) democratic classroom atmosphere, (5) friendly teacher-student relationship, (6) expressive feelings of children in class, and (7) kinship of class members harmonious (Salabi, 2016).

g. The activities of Classroom Management

Classroom have a considerable influence on the process and students learning outcomes. Teachers need to conditioned classrooms capable of supporting the development of learners optimally, because most of time

students spend in the classroom is. Comfortable classrooms need to be set by the teacher in such a way for students to avoid the boredom. Classrooms are created by teachers need to fulfill the requirements of education in accordance with the growth and development of the potential physical, intellectual, social, emotional, and the psychological learners with regard cognitive, affective and psychomotor. In the classroom management, teacher do a process or stages of activities starting from planning, implementing and evaluating, so that the activities carried are interrelated. The activities carried out are also effective and on target to be achieved, and efficient, the end point of the management have a purpose with high productivity. Rukmana & Suryana (2014) classroom management activities in general consist:

1. Setting of Student

Students are people doing the activity and the activities in is placed as an object and arena of development of science and human consciousness, the learners move then occupy the function as a subject. Learners are objects that have the potential to move. The function of the teacher has a large proportion to be able to guide, direct and guide every activity that must be done of learners. Setting of learners are arranged and put learners in the classroom in accordance with the potential intellectual and emotional development. Learners are given the opportunity to acquire a position in study in accordance with the interests and desires.

2. Setting of Facilities

The activities of teachers and students in the classroom are influenced by the condition and situation of the classroom environment. According to Mcleod Joyce in Rosnani (2019) other important areas are those in which you store materials: bookcases, closed cabinets, bins, and any other creative storage systems you may have, placing storage systems near the area where they are frequently used minimizes lost time. So that classroom environment be facilities and basic facilities must can support the interaction.

Facilities in the classroom consisted of students tables and chairs, teacher tables and chairs, a cupboard, long boards, the media of education and other equipment required in accordance with the interests of the classroom. According to Arikunto & Yuliana in Mohamad (2014) Educational facilities are all the necessary facilities in the learning process both moving and immovable in order to achieve educational goals can learn smoothly, effectively, regularly and efficiently. For example: building, classroom, desk chair and teaching media tools.

According to Karwati & Priansa (2014) for the detailed activities that need to be undertaken by teachers in classroom management as aspects that exist in the instructions for classroom management are:

- a) Check student attendance
- b) Collect the students' work, checking and appraise
- c) Distribution of materials and learning tools

d) Delivering course material

e) Give the task or home work

h. Seating Arrangement of Classroom Management

Seating arrangement has important role in teaching-learning activities. The arrangement depends on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom. Seating arrangement is a form of classroom management for students to be more active in the learning process. This is in line with opinion of Sani (2019) that seating arrangements can help students in interacting with other people. Strategic positions need to be chosen so that students can communicate with all students effectively. Sani stated that seating arrangement is an important factor so that the initial learning process went efficiently. The indicators of the seating formation according to Sani are broadness of view, easy to achieve flexibility, comfort and nice.

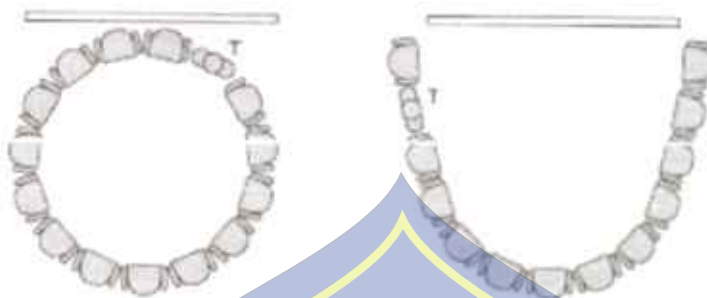
In teaching and learning activities, one of the determinants of success is depends on the ability to manage the class. For create an atmosphere that can foster a passion for learning, make it easier for teachers provide guidance and assistance to students in learning, as well as improve student learning outcomes, it is necessary to organize a class that adequate (Bahdad, 2020).

Seating arrangement or arrangement is one of the efforts made by the teacher in managing the class. With good seating arrangement is

expected to create conducive learning conditions, and also fun for students. The proper arrangement of the classroom environment affects the level of involvement and participation of students in the learning process. More far, it is known that seating has an effect on the number of the time students use to complete the assigned task given (Ahmad & Siregar, 2020).

According to Harmer in Ridayanti (2019) there are several ways to arrange the seating in English classroom. First is orderly rows, orderly rows imply teachers working with the whole class. Some activities are especially suited to this kind of organization, explain a grammar point using a board, and et cetera. Second is circle and horseshoes, the teacher will probably be at the open end of arrangement since that may well be where the board, overhead projector or tape recorder is situated. The horseshoes and circle arrangements the students have share information, through talking, eye contact, or expressive body movement classes. Third is separate tables, it will be easier for the teacher to work at one table while the others get on with their work. In separate classroom students might see the teacher walks around to check the student work and helps if they have difficulties.

Below is the example of seating arrangement of classroom management, namely circle arrangement, orderly rows and horseshoes arrangement.



Picture 2.1: Circle Arrangement, Orderly Rows, and Horseshoes Arrangement

2. Theory of English Achievement

a. Definition of English Achievement

"Achievement" terms in the Popular Scientific Dictionary defined as a result that has been achieved. Achievement can be interpreted as the results obtained from the learning activities that have been carried out. Learning achievement is known as a whole skill or behavioral changes achieved through the learning process based on the test achievements and results expressed in the form of a repeat value, exams or report cards. Thus, students have to try as much as possible in order to get results or learning achievements (Hariyadi & Darmuki, 2019).

The result of an achievement from learning. Of course, there are aspects that can be indicators of achievement in learning. These aspects

are at least three (3) aspects of learning achievement that all three can studied in various literatures. The first is the cognitive aspect, the second is the affective aspect. Aspect Affective is the realm of thinking which includes behavioral traits such as feelings, interests, attitudes, emotions, or values. The third is the psychomotor aspect. Psychomotor is an aspect that related to sports such as related to the muscles of the nerves e.g. running, walking, drawing, talk, disassemble equipment or installing equipment and so on (Syafri et al., 2018).

According to the theories above, the students' achievements include cognitive, affective, and psychomotor domains. The aspects that affect students' achievement must be noticed by a educators to determine ways, methods or strategies to take action in the process learning.

b. Students' English Achievement

Student's English achievement refers to how student has progressed toward his or her short or long-term educational objectives. Individual differences in academic achievement are significantly linked to personality and intelligences. Winkel in Asrifan et al. (2020) stated that achievement is one's ability after learning or experiencing something, as seen by students' behavior. In more detail, Winkel explains that the teaching and learning process to the students can help them gain more knowledge, and that the student skills to their mark and attitude, because of this behavior, the students can do their mark and attitude, the students can do their duty or solve problems from teachers.

English achievement is divided into two parts of language functions, namely oral and written. In this case listening and speaking are oral languages while reading and writing are written language. The students are expected to be able to be able to listen, speak, read and write in that language (Widdowson in Rahardjo et al., 2020). Based on the theories above, students' English achievement are related to the various levels including students' personal factors, intelligence/IQ, students' behavior and their experience in learning activities.

1) Factors that Influence Students' Achievement

In learning, students' interest acts as a force that will encourage them to learn. Student who interested in learning will continue to study diligently, in contrast to students who only accept lessons without any intention. Those conditions affect to the students' achievement. There are numerous aspects that must be understood in order to obtain effective learning outcomes. Students with high desire to succeed and the opportunity to enhance their performance occasionally produce work that falls short of their potential. There are two factors that influence students' achievement, namely internal and external factors.

a) Internal factors

Internal factors are those that come from within students and can have an effect on academic achievement.

1) Psychological factor

There are many psychological factors that can influence students' achievement. 1) Intelligence: In general, the level of intelligence post rated by students is highly related to the events featured by students. The ability to organize and maintain a goal, make adjustments to achieve that goal, and critically and objectively analyze self-awareness is the essence of intelligence.

2) The amount of intelligence has a significant impact on student learning outcomes, with students with a higher level of intelligence having a better value in achieving higher learning achievement and vice versa. 3) Attitude: Insecurities and lack of confidence can prevent students from showing their learning achievement. Attitude refers to a person's willingness to accomplish particular things. Students' positive attitudes regarding subjects at school are an excellent place to start when it comes to the teaching and learning process in schools. 4) Motivation: Behavior is the driving force behind motivation. A source of learning motivation is someone who encourages others to study. Motivation arises as a result of a person's desires or requirements. Someone succeeds in learning because he is

motivated to learn. Students' drive to study will be a driving force that leads to learning activities, which will ensure that activity learning books are filled and that learning activities are

directed, and students intended goal will be achieved. Learning motivation is a non-intellectual psychological component. Its typical role is about passion or enthusiasm for learning, students who very interested will have a lot of energy to do learning activities.

b. External Factors

External influences are aspects that exist outside of students; there are other things that can influence the learning achievement that will be achieved.

Factors affecting the family's environment

- a) Family social economy: when a person's socioeconomic circumstances are good, he or she has the opportunity to obtain superior learning resources, such as books, stationery, and school selection.
- b) Parental education: When compared to parents with lower levels of education, parents with higher levels of education pay greater attention to and understand the importance of education for their children.
- c) Parental attention and the atmosphere of family members' relationships: family support is an encouragement for

someone's spirit of success. In this case, support can be either direct (in the form of praise or guidance) or indirect (in the form of harmonious family relations) (Ridayanti, 2019).

C. Conceptual Framework

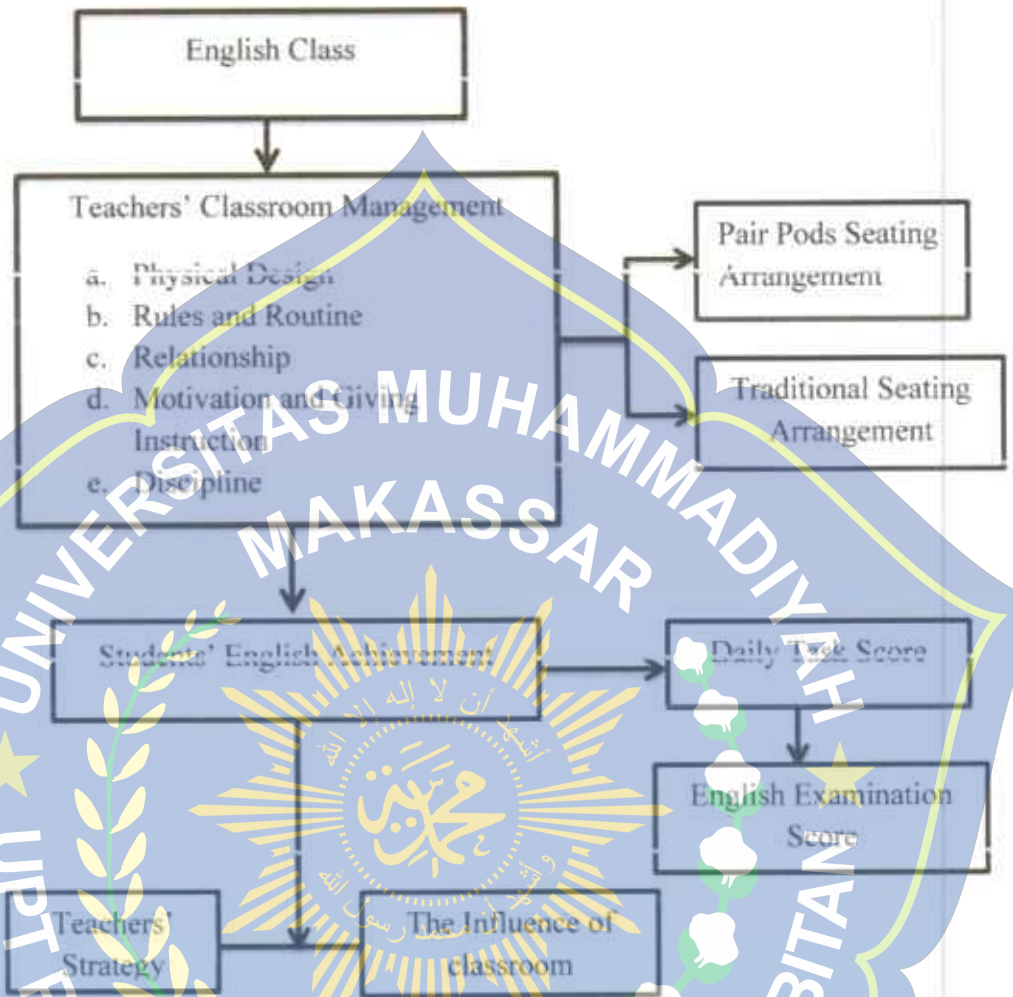


Figure 3.2. The Influence of Classroom Management on Students' English Achievement (Ridayanti, 2019)

The researcher will focus on the classroom management in the classroom and the teachers' strategy to create a good classroom management in the teaching-learning process to improve the students' English achievement, as shown in the conceptual frame work above. Classroom management consisted of five components: physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research design, the research subject, and the instruments of research, the procedures of data collection, and the techniques of data analysis.

A. Research Design

The researcher used descriptive qualitative research. The researcher found out the influence of classroom management on students' English achievement. The researcher chose the descriptive method to describe the influence of classroom management on students' English achievement at SMA Negeri 3 Lurvu. Taylor et al. stated that qualitative methodology refers in the broadest sense to research that produces descriptive data, people's own written or spoken words and observable behavior. Furthermore, qualitative methods are designed to ensure a close fit between the data and what people actually say and do. The qualitative researcher gains firsthand knowledge of social life without filtering it through operational definitions or rating scales by observing people in their daily lives, listening to them talk about what's on their minds, and looking at the documents they produce (Taylor et al., 2016).

B. Research Setting and Subject

1. Setting of the research

This research was take place at SMA Negeri 3 Luwu academic year 2021/2022. This research was found out the influence of classroom management on students' English achievement.

2. Subject of the research

The subject of this research were consists of two English teachers at SMA Negeri 3 Luwu. Therefore, the researcher focused on the influence of classroom management on students' English achievement, so that the researcher get the real data.

C. Types and Source of the Data

1. Kind of the data

a. Primary data

In this research, the primary data was the main data to get information about the influence of classroom management on students' English achievement at SMA Negeri 3 Luwu. In an interview with the English teachers.

b. Secondary data

Secondary data was the data that supports this research. Secondary data was collected by conducting observation and documentation in classroom management.

2. Source of the data

The sources of data in this research were people situations and papers

as follows:

a. Teacher

The data were taken from English teachers who conduct the teaching.

b. Situation

Students' interaction and the situation process of the English teachers in managing classroom.

D. Research Instrument

In this research, the researcher used observation checklist, interview, and documentation as techniques for collecting data.

1. Interviews

Interviews are one of the methods chosen by the researcher to collect the data. In this section, the researcher conducted the interviews with two the English teachers in SMA Negeri 3 Luwu. In the beginning, before conducted the interview, the researcher was introduce herself and explain to the participant how she aims to conduct the research. The last step is that the researcher asked the questions that have been prepared for the participants. In addition, the researcher added some questions if necessary. All interviews were recorded using an audio recorder in order to verify the information provided by the participants. The aim of the interview was to get detailed information from the participants.

In this research, the instrument of interview was modified by the researcher where the source of the interview instrument is adopted from Aprianti (2019).

2. Observation

Based on the problem statement, the researcher wants to find out the influence of classroom management on students' English achievement through observation. The data was collected in the form of observation checklist. In this research, the type of observation used is non-participant observation in which the researcher did not participate in the activity. The instrument of observation in this research is adopted from Ridayanti (2019).

3. Documentation

The purpose of documentation is to obtain information about students' achievements which is obtained through pictures of students' daily task and English exam score. In observation, the researcher took picture of the activities in the classroom while the teacher was teaching. During the interview, recording is used to observe the teachers' classroom management strategies.

E. Data Collection

In collecting the data, the researcher will conduct some procedures as follows:

1. The researcher met the English teachers to give an explanation of the purpose of the research that conducted.
2. The researcher observed two teachers namely class XI IPA 3 and X IPS 1 when they are teaching students in learning process by using observation checklist for two meeting.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings discussed by presenting data from observations and interviews. In addition, to the discussion part the researcher describe the findings in detail about classroom management.

A. Findings

The researcher has completed the research procedure such as observation and voice recording in interviews. The researcher observed two teachers of SMA Negeri 3 Luwu. One of teaching in XI IPA 3 teacher A and X IPS 1 teacher B. Based on observations, the researcher conducted observations during two meetings to determine the classroom management used by the English teacher. From the interview, the researcher found the strategies of the teachers' classroom management in teaching English. The classroom management used by the English teacher in these observations and interviews is described below:

1. Teachers' Strategy in Managing the Classroom Activities in Teaching English in the Class in Observation .

a. Physical Design of Classroom

The physical design refers to the design and arrangement of classroom and learning center wherein the classroom environment, space, furnishings, and material are organized by the teacher to

maximize each learning opportunity and engagement. Related to the seating arrangement, Teacher A and B has different seating arrangement in the learning activities.

a) Teacher A

Based on the first observation and the interview result, teacher A used pair pods when she teach the students. In pair pods seating, the teacher working with the whole class. Some activities are suit for this kind of setting, explaining grammar using the whiteboard, and discussing with students. Interactions between teachers and students seen occur with students in the first row or along the middle of the class. Students in the back row tend to be less engaged. In the second observation, teacher A still used pair pods arrangement when the teacher explains material about "if clause". This arrangement communicates a learning community where the students are expected to work with one another. It is make easy the activity, the teacher can see all of students in the class and maintain eye contact one by one and giving example about how to used if clause.

b) Teacher B

In the first observation, teacher B used traditional seating when the teacher asked students to make easier to monitor students in the class. When students sit in individual chair, it seen makes teaching activities easier, allows the teacher to maintain eye contact with all

students in the class and have a clear view of all students. This arrangement especially advantageous when students will be working in pairs with their classmates for most of the class time. More generally, these settings communicate a learning community in which students are expected to work with one another.

In the second observation, the teacher B still used traditional arrangement when the teacher teaches material about descriptive text. It makes the teaching activity easier, the teacher and students enable to see each other and directly practice how to describe someone or object and also read the text, that seen when the researcher observed the teacher in teaching process.

Below is the result of observation based on pysichal design in classroom management teacher A and teacher B.

1) Teacher A

Table 4.1 : The observation result based on physical design of classroom management.

No.	Criteria of Pysical design	First Observation	Second Observation
1.	Students sit in pair	✓	✓
2.	Teacher tackles class size by making groups of students	-	-
3.	Students sit in circle	-	-
4.	Students sit in orderly rows	✓	✓
5.	Room arranged so that all students are easily accessible by the teacher	✓	✓

2) Teacher B

Table 4.2 : The observation result based on physical design of classroom management.

No.	Criteria of Pysical design	First Observation	Second Observation
1.	Students sit in pair	-	-
2.	Teacher tackles class size by making groups of students	-	-
3.	Students sit in circle	-	-
4.	Students sit in orderly rows	✓	✓
	Room arranged so that all students are easily accessible by the teacher		✓

As explained before, teacher A using pair pods seating arrangement while teacher B using traditional seating arrangement. Below is the example of pair pods and traditional arrangement.



Picture 4.1 : Pair pods seating arrangement (Source: researchgate.net, 2016)



Picture 4.2 : Traditional seating arrangement (Source :teachernvc.weebly.com, 2014)

b. Rules and Routines

1) Teacher A

Based on the first observation in the classroom, teacher A greet students and asked about their condition and mention their name in attendance list one by one. Students' work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted. After that the teacher gave the material about if clause and then giving task and homework before end the class about the material. The teacher used positive language with general rules. When students answer the question, the teacher said, "good job or very good". Positive rewards are used to encourage students to be more active in learning and giving feedback, and students will show interest and increase their participation in daily class tasks.

2) Teacher B

On the observation of the teacher B, the teacher B check the

attendance list of students one by one. After that, the teacher explained the material for the students through textbook and shared the material via *whatsapp*. Teacher B asked clear question to the students and students' work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted. It seen from observation and based on teachers' explanation in the interview.

Below is the result of observation based on rules and routines in classroom management teacher A and teacher B.

1) Teacher A

Table 4.3 : The observation result based on rules and routines of classroom management.

No.	Criteria of Pysical design	First Observation	Second Observation
1.	Asks clear questions and provides clear directions of assignments	✓	✓
2.	Students' work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted	✓	✓
3.	The teacher talk out loud and explains their reasoning processes they use as they work through the material being taught. i.e. They mentor thinking skills	✓	✓

2) Teacher B

Table 4.4 : The observation result based on rules and routines of classroom management.

No.	Criteria of Pysichal design	First Observation	Second Observation
1.	Asks clear questions and provides clear directions of assignments	✓	✓
2	Students' work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted	✓	✓
3	The teacher talk out loud and explains their reasoning processes they use as they work through the material being taught, i. E. They monitor thinking skills	✓	✓

c. Relationship

1) Teacher A

Based on the observation and interview, the relationship among students, during the teaching the teacher A moves around in the class to make sure the students understand the lesson. The teacher A show positive attitude and provided communication that makes students more active in the learning. Teacher A also gave some questions about the material and asked students to give feedback from what they learn before. The teacher said in an interview that she gave opportunities to ask to students who did not understand the lesson directly in the classroom or through *whatsapp group*.

2) Teacher B

Based on the observation of teacher B, the relationship among students. Teacher B used individual presentation for each student in their seat to read the text. The other students asked the student which read to answer the question from their friends. The teacher used the student's name actively praise the student. Teacher B also gave open-ended question for the students about the previous material. In present and explained material the teacher used speech method. During the class, the teacher sometimes asked a few questions to grab the student's attention and check their understanding, the teacher moves around the classroom to see how the students were working, and offers help to those who are not reinforcing. The teacher said in an interview that she gave opportunities to ask to students who did not understand the lesson directly in the classroom or through *whatsapp group*.

Below is the result of observation based on relationship components in classroom management teacher A and teacher B.

1) Teacher A

Table 4.5 : The observation result based on relationship of classroom management.

No.	Criteria of Pysichal design	First Observation	Second Observation
1.	Teacher moves around in the class to attend students individually	✓	✓
2.	Teacher portrays a friendly, positive attitude	✓	✓
3.	Feedback is given	✓	✓
4.	Effective communication skills are present	✓	✓

2) Teacher B

Table 4.6 : The observation result based on relationship of classroom management.

No.	Criteria of Pysichal design	First Observation	Second Observation
1.	Teacher moves around in the class to attend students individually	✓	✓
2.	Teacher portrays a friendly, positive attitude	✓	✓
3.	Feedback is given	✓	✓
4.	Effective communication skills are present	✓	✓

d. Motivation and Giving Instruction

The fourth component of classroom management is motivation and giving instruction which involves using interactional techniques that increase students' interest and motivation in learning.

1. Teacher A

Based on the first observation, teacher A used an English textbook provided by the school to explain the material taught, and students will use that book to complete their tasks and learn more

about the material, as well as to teach and present the material.

When the teacher gave instruction, before starting the learning teacher A asked students to prepare the class, take a prayer, then give a brief explanation of the activities that students will do during the lesson so that they are ready to receive the lesson. The teacher used positive language with general rules. When students answer the question, the teacher said, "good or very good". Positive rewards are used by the teacher to encourage students to be more active in learning and giving feedback, and students will show interest and increase their participation in daily class tasks.

2. Teacher B

Based on the first observation, the teacher B gave the instruction or by giving the form of directions to students so that they remain calm in following the lesson as well so that they can focus. Therefore, the teacher could explain the material without disruption or noisy students. Based on the observation of the teacher A, when students did not understand the lesson, the teacher would repeat it and tell the students who did not understand to ask the teacher for the material. Teacher B explain that in giving instruction to students with simple greetings, such as hello everybody, good morning, and how are you today. It indicates that when the teacher gives instructions to the students, it motivates them to relax before the lesson begins. When a teacher can create an interesting condition

for the students, they do not feel bored, and when monitoring students, the teacher should pay attention to the students.

In the second observation, the teacher gave instruction to the students to using textbook in teaching process. The teacher B used positive language such as, when students performed in front of class teacher said "Don't be shy to learn English, lets learn together" and teacher gave comment about students' performance and said "Very good" and then gave appreciate to all of students who have participate and active to perform, ask and answer the question by said "I appreciate you, I will help you, be brave, thank you very much or give applause". It seen from observation and based on teachers' explanation in the interview.

Below is the result of observation based on motivation component in classroom management teacher A and teacher B.

1) Teacher A

Table 4.7: The observation result based on motivation of classroom management.

No.	Criteria of Pysical design	First Observation	Second Observation
1.	Teacher moves around in the class to attend students individually	✓	✓
2.	Teacher portrays a friendly, positive attitude	✓	✓
3.	Feedback is given	✓	✓
4.	Effective communication skills are present	✓	✓

2. Influences of teachers' Classroom Management to the Students' English Achievement

Based on the interview with the English teacher of XI IPA 3 and X IPS

1. The result showed in the form of chart below.

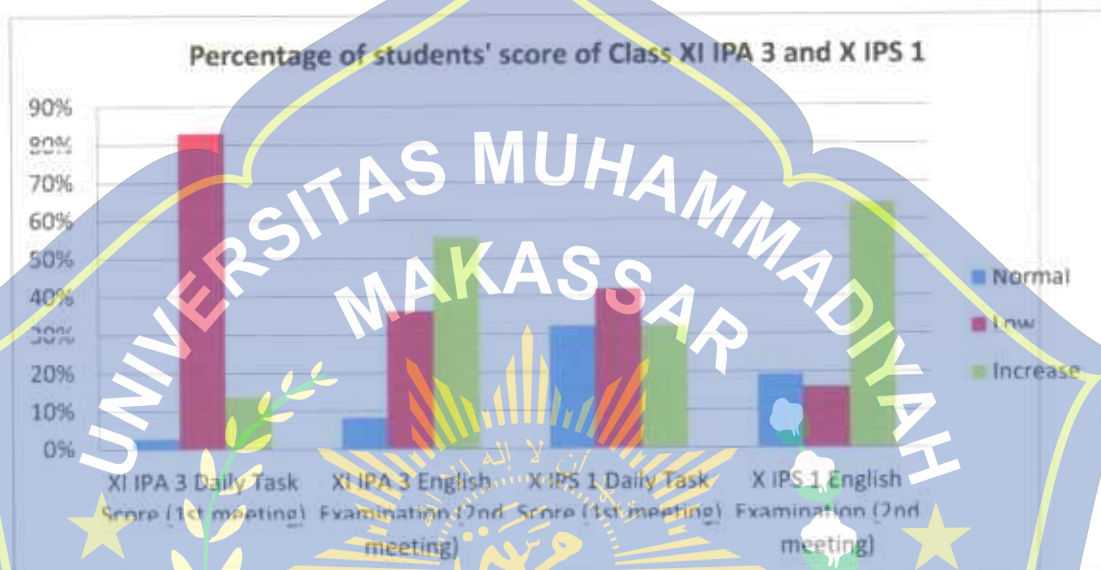


Chart 4.1: Percentage of Students' Score of Class XI IPA 3 and X IPS 1

From the column chart above shows that the findings of the research that there were many students increased their achievement in the English class. There are three categories of students' score, namely normal, low, and increase. *Normal* is categorized as a stable score that does not decrease of standard score or increase, *low* is categorized as decrease score from before and *increase* is categorized as increase score from previous.

In the second meeting of class XI IPA 3, there 56.5% students increased their score, 36.2% normally score and 8.2% low score, there are 36 students in XI IPA 3. In the class X IPS 1, there 64.5% students increased their score, 19.3% normally score and 16.1% low score, there are

31 students in X IPS 1. When the researcher conducted they said that there was improvement in achievement, such as pronunciation, vocabulary, and students' creative thinking skills. The students were able to practice English it could be seen The score of the first meeting gained from students' daily task score and the score of the second meeting gained from English examination score.

B. Discussion

In this discussion section, the researcher showed the answer of the first research question was teachers' strategy in manages the classroom activities in teaching English in the class. The second research question was influence of classroom management to the students' English achievement. The pattern of classroom management has been presented on the data result in the previous part of this chapter:

1. Teachers' Strategy in Managing the Classroom Activities in Teaching English in the Class

Based on the findings above, it shows that classroom management used by the English teachers in teaching English at SMA Negeri 3 Luwu significantly influences the students' English achievement. It was divided into five aspects. There was physical design of classrooms such as seating arrangement which include traditional and pairs pods arrangement, the teachers' rules and routine, relationship between teacher-students and students with their friends, engaging motivation instruction such as plan necessary material and give

motivation for students to interest in learning English, and the last is discipline teacher-students in the class.

a) Physical Design of Classroom

The physical design refers to the design and arrangement of classroom and learning center wherein the classroom environment, space, furnishings, and material are organized by the teacher to maximize each learning opportunity and engagement. The aspect in physical design of classroom are arranging space, desk placement, environmental preferences and designing classroom space were gave authority to the homeroom teacher to make the physical design of class, so the English teacher aspect focused in seating arrangement. Related to the seating arrangement, Teacher A and B has different seating arrangement in the learning activities.

Based on the observation and the interview result, teacher A of evelenth grade used pair pods when the teacher teach to the students the material about *if clause*. It is much easier for the teacher work and gave the material to the students by speech method. In pair pods seating, the teacher working with the whole class. Some activities are suit for this kind of setting, explaining grammar using the whiteboard, and discussing with students. This classroom seating arrangement minimizes students communication. Interactions between teachers and students seen occur with students in the first row or along the middle of the class. Students in the back row tend to be less engaged. Teacher B used

traditional seating when the teacher asked students to make easier to monitor students in the class. When students sit in individual chair, it also makes teaching activities easier, allows the teacher to maintain eye contact with all students in the class and have a clear view of all students. This arrangement especially advantageous when students will be working in pairs with their classmates for most of the class time. More generally, these settings communicate a learning community in which students are expected to work with one another.

During the observation, teacher A used pair pods arrangement when the teacher explains material about "if clause". This arrangement communicates a learning community where the students are expected to work with one another. It is make easy the activity, the teacher can see all of students in the class and maintain eye contact one by one and giving example about how to use if clause. The teacher B used traditional arrangement when the teacher teaches material about descriptive text. It makes the teaching activity easier, the teacher and students enable to see each other and directly practice how to describe someone or object and also read the text, that seen when the researcher observed the teacher in teaching process.

Below is the result of observation based on pysichal design in classroom management teacher A and teacher B.

Table 4.9 : The observation result based on physical design of classroom management.

No	Criteria of Pysical design	First Observation		Second Observation	
		Teacher A	Teacher B	Teacher A	Teacher B
1.	Students sit in pair.	✓	-	✓	-
2.	Teacher tackles class size by making groups of students	-	-	-	-
3.	Students sit in circle	-	-	-	-
4.	Students sit in orderly rows	✓	✓	✓	✓
5.	Room arranged so that all students are easily accessible by the teacher	-	-	✓	✓

The table above shows that the teacher A arranged students' seating in pair in the form of orderly rows. In this arrangement students can still work together (in pairs) but still easily pay attention to the teacher as the main authority. The advantage of this arrangement is that the teacher is easy to move to each student's seat, the students are easy to see the teacher, while the weakness is that the individual activities of the students can be distracting. The students at the back might also lose focus. During the observation, teacher A and teacher B does not used circle arrangement or making group for students. As explained before, teacher A using pair pods seating arrangement while teacher B using traditional arrangement.

b) Rules and Routines

The second component of classroom management is the establishment of rules and routines. Teacher greet the students, check the attendance list, getting material, giving task and homework, collect students work and used positive language. In the classroom, teacher A great students and asked about their condition and mention their name in

Below is the result of observation based on rules and routines in classroom management teacher A and teacher B.

Table 4.10: The observation result based on rules and routines of classroom management.

No	Criteria of Rules and Routines	First Observation		Second Observation	
		Teacher A	Teacher B	Teacher A	Teacher B
1.	Asks clear questions and provides clear directions of assignments	✓	✓	✓	✓
2.	Students' work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted	✓	✓	✓	✓
3.	The teacher "talk not lead" and explains their reasoning processes they use as they work through the material being taught, i. E. They mentor thinking skills	✓	✓	✓	✓

The table above shows that the teacher A and teacher B conducted rules and routines in the classroom. Rules and routines are set for students to follow in the class. Routines help create an efficient environment and save time. When students learn routines, they can perform daily activities more quickly. Routines support students to quickly complete daily tasks required by both teachers and students. Routines also help create smoother transitions between activities and therefore allow for fewer opportunities for distractions to occur.

b. Relationship

The third component of classroom management is relationship. The relationship are solidified when teacher spend individual time with each student to get to know them and then use the knowledge to create personal learning opportunities. Providing students with opportunities to connect

with their classmates is the key to developing positive relationship among students. Based on the observation and interview, the relationship among students, the teacher A gave some questions about the material and asked students to give feedback from what they learn before.

Teacher-students relationship start at the door when teacher greet them with a smile, and before the lesson started the teacher often gives open-ended question for the students. This activity aimed to increase the students active and talk. It was to stimulate students to talk and active when the teacher gave question and ask students to answer and point other students to translate it. The question and answer with the students related to the task that have been done by the students. Here, could be seen interaction in the classroom occur frequently between teacher-students. The classroom would be a place for each member to express their feelings and work together if the relationship of teacher and students is good.

The observation from teacher B, the relationship among students. Teacher B used individual presentation for each student in their seat to read the text. The other students asked the student which read to answer the question from their friends. Teacher-students relationship, the teacher used the student's name actively praise the student. Teacher B also gave open-ended question for the students about the previous lesson and explained material the teacher used speech method.

During the class, the teacher sometimes asked a few questions to grab the student's attention and check their understanding, the teacher moves

around the classroom to see how the students were working, and offers help to those who are not reinforcing. The teacher said in an interview that she gave opportunities to ask to students who did not understand the lesson directly in the classroom or through *whatsapp group*.

Below is the result of observation based on relationship components in classroom management teacher A and teacher B.

Table 4.11: The observation result based on relationship component of classroom management.

No	Criteria of Relationship component	First Observation		Second Observation	
		Teacher A	Teacher B	Teacher A	Teacher B
1.	Teacher moves around in the class to attend students individually		✓	✓	✓
2.	Teacher portrays a friendly, positive attitude	✓	✓	✓	✓
3.	Feedback is given		✓	✓	✓
4.	Effective communication skills are present		✓		✓

The table above shows that teacher A and teacher B provided communication and positive attitude in the classroom. The good relationship between teacher and students is very important, because it will have a good impact on the teaching and learning process in the classroom besides that a harmonious relationship between students and teachers also has an impact on student academic results.

With the good relationship between teachers and students, it also has an impact on the level of warmth and students or students become obedient and have respect and sensitivity that characterizes the interaction between

today. It indicates that when the teacher gives instructions to the students, it motivates them to relax before the lesson begins. When a teacher can create an interesting condition for the students, they do not feel bored, and when monitoring students, the teacher should pay attention to the students.

Below is the result of observation based on motivation component in classroom management teacher A and teacher B.

Table 4.12: The observation result based on motivation component of classroom management.

No	Criteria of Motivation Component	First Observation		Second Observation	
		Teacher A	Teacher B	Teacher A	Teacher B
1	The teacher gives praise to students who excel, as motivation for other students to learn	✓	✓	✓	✓
2	Students are invited to be risk-takers without fear of ridicule	✓	✓	✓	✓
4	Students are provided with opportunities to interact	✓	✓	✓	✓

The table above shows that teacher A and teacher B giving appreciation, motivation and opportunities to interact to students. It means that motivation especially in learning activities at school, has an important role in terms of growing passion, feeling happy and enthusiastic to study hard. Students who have strong learning motivation will have a lot of energy to carry out learning activities. A student who has high enough intelligence can fail in learning because of a lack of motivation, the results to be achieved from the appreciation given by the teacher will be optimal if the student feels appreciated even if only by saying you are great or giving a thumbs up in front of his friends, it is a a pride for students because he

thinks he can do well in learning and is given an award by his teacher

d. Discipline

The fifth component of classroom management is discipline which include; treat students, prepping and responding to behavior problem. Based on the observation from teacher A and B to created discipline, teacher tended to give a warn to the students who did not pay attention to the teacher instruction. Teacher A usually give reprimand or directly call the student then the teacher give advice. Teacher B using treatment such as repeat what the teacher explained about material be taught and when there is student do something such as disruption, teacher B will ask the student to stand up in front of class until the class ends. The teachers' explain that in the interview section.

Classroom management based on the result of observation and interview were various and suitable, the psychological setting of the classroom was comfortable so that the students felt enthusiastic in learning process. There were below some research:

The result of this research supported by Garret (2015) that reports of classroom management could be considered in five categories, of which behavioral management and discipline is only one, the other four categories referring to the layout of classroom, rules and routines, the relevance of relationships and the importance of interaction. The findings show that rules, routines, and instructions are informed by and have an impact on the connection between students and teachers in the classroom,

therefore there is some overlap between these four categories. However, it is clear from Garrett's explanation of these categories that classroom management must be engaged in regulating student learning to be effective.

Taiwo (2021) with the article supported this research. The result showed that classroom management plays a significant role in the successful teaching and learning process in classroom. It is possible for teachers having the students wanting to learn and it is possible to create an appropriate classroom behavior and management system. Students will deviate from learning activities that are in accordance with daily routines that have no structure. With discipline and appropriate classroom design, a positive learning environment and structure, the student and the teacher will get benefit as a whole. It means there were all the aspect of classroom management.

Aulia & Sontani (2018) who investigated classroom management found the classroom management mainly considered five aspect, namely physical environment management, time management, student behavior management, relationship and communication management, and curriculum. It was concluded in their study that classroom management has an impact on student learning outcomes, it is considered to be a permanent thing in education because the majority of learning takes place in the classroom. Therefore, the quality of classroom management has an influence on students student achievement; it has the interpretation of the more effective

the teacher's classroom management, the better the student learning outcomes; on the other hand, the worse the teacher's classroom management, the worse the students' learning outcomes.

Based on some research, the researcher concluded that the research on some explaining based on the findings before, thus this section deals with the findings that were provided in the form of descriptive and interpretation of the results of the English teachers' classroom management. After that, the researcher gives a description of the data gathered through observation and interview based on the English teacher's classroom management.

2. Influences of Classroom Management to the Students' English Achievement

This section was conducted at SMA Negeri 3 Luwu. The objectives of this research were to know the influences of classroom management to the students' English achievement. The result of the interview and documentation done by the researcher that found out the influences of teachers classroom management. Many students' scores significantly increased, it shows that the classroom management gave influence on the students' English achievement.

Based on the interview with the English teacher of XI IPA 3 and X IPS 1 class when the researcher conducted they said that there was improvement in achievement, such as pronunciation, vocabulary, and students' creative thinking skills. The students were able to practice English it could be seen clearly that the students need more practice and motivation

in learn English, because the students seen tend to not confident when they asked to practice English. Besides that, the students tend to forgot the lesson because there are several lesson in the school in one day, so the teachers should repeat again before beginning the class.

Based on the data analysis, could be seen that the students got influence from classroom management, because most of them have increased their English. The students score show that their English increased from the first and the second meeting.

From the previous chart, it shows that the findings of this research that there were many students increased their achivement in the English class. In the second meeting of class XI IPA 3, there 56.5% students increased their score, 36.2% normally score and 8.2% low score. In the class X IPS 1, there 64.5% students increased their score, 16.1% normally score and 19.3% low score. It means that the classroom management have an important role in the class especially in increased students' achievement.

The result of this research supported by Gage et al. (2018) that reports, teachers' classroom management have a direct impact on their students' probability of success. Evidence-based classroom management practices include active instruction and supervision of students (i.e., teaching), opportunities for students to respond, and feedback to students. Thus, classroom management is positively associated with student achievement. Greenberg et al. (2014) emphasized that classroom management is important to ensuring that students are engaged and

available for academic and social/emotional learning.

Classroom management is indicated to the teachers' activity to take actualize a supportive environment for the academic and social emotional education of students. They divided five kinds of activities. So that, to get a good quality of classroom management teacher must advance caring, supportive connections with among students and arrange and implement education in ways that optimize students' avenue to learning.

Rozy (2020) indicated that classroom management is directly correlated with student learning and academic achievements. Therefore, in obtaining learning outcomes in increasing student achievement in class in classroom management carried out by teachers, teachers must know the process components that must be supported by teacher understanding of how learning and learning processes are carried out by students. With the abilities and careful preparation carried out by the teacher, it is expected to create a pleasant classroom atmosphere and provide a sense of comfort for student learning so that the teaching and learning process in the classroom run well. This is done in realizing learning outcomes so that student learning achievement can be achieved in accordance with educational goals.

As a result, the students were responded more positively to classroom with management systems because they feel more personally responsible for their learning and build their feeling of class connection. Finally, the findings of this research indicate that classroom management

could significantly influence the learning environment, which have the most influence on students' achievement.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Conclusion and suggestion can be drawn by referring to the research findings and discussions in chapter IV. Based on the result of this study, the researcher finds some result that represent in this thesis about the influence of classroom management to the students' English achievement at SMA Negeri 3 Luwu, as follows:

Classroom management in teaching and learning process was divided into the physical design of classroom which includes seating arrangement; orderly rows and separate table, rules and routines, relationship among students and teacher-students, engaging and motivation instruction and the last is discipline. The five components were support the good classroom management in teaching English at SMA Negeri 3 Luwu. There were any influences of teachers' classroom management to the students' English achievement such as students' creativity and students' skills in practicing English.

Based on the observation and interview, five aspects of classroom management support English teaching more effective. Well-managed classroom affect to the students' achievement and realizing classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities to the maximum extent possible. The researcher concludes that the strategy of teacher A in teaching English is more dominant in influencing students' English learning achievement because the strategy shows

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OBSERVATION CHECKLIST OF CLASS XI IPA 3 (15 November 2021)

NO.	Classroom Observation Checklist	Y	N
1	Students sit in pair	✓	
2	Teacher tackles class size by making groups of students		✓
3	Students sit in circle		✓
4	Students sit in order	✓	
5	Asks clear questions and provides clear directions of answers		
6	Students work in class and students are provided with clear instructions on the errors that were noted		
7	Results are noted so that all students can learn from the teacher		
8	The teacher uses a variety of teaching methods		
9	During the lesson, the teacher uses a variety of teaching methods		
10	The teacher uses a variety of teaching methods		
11	The teacher uses a variety of teaching methods		
12	The teacher uses a variety of teaching methods		
13	The teacher uses a variety of teaching methods		
14	The teacher uses a variety of teaching methods		
15	Feedback is given		
16	Effective communication skills are present		
17	The teacher gives praise and encouragement for other students to learn	✓	
18	Students are invited to be risk takers without fear of ridicule		✓
19	Students are provided with opportunities for success		✓
20	Students are provided with opportunities to interact	✓	

Adapted from Radayanti (2019)

OBSERVATION CHECKLIST OF CLASS X IPS 1 (15 November 2021)

NO.	Classroom Observation Checklist	Y	N
1	Students sit in pairs		✓
2	Teacher tackles class size by making groups of students	✓	
3	Students sit in circles	✓	
4	Students sit in orderly rows	✓	
5	Asks students questions and provides them directions of assignments	✓	
6	Students work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted	✓	
7	Room arranged so that all students are easily accessible by the teacher	✓	
8	Teacher refers to individual students and addresses them individually	✓	
9	Dominate the learning process, teacher is the center	✓	
10	The teacher uses many different teaching techniques	✓	
11	Teacher uses teaching aids	✓	
12	Uses small groups	✓	
13	Teacher projects a friendly, positive attitude	✓	
14	The teacher "talks the talk" and explains their reasoning/principles they use as they work through the material being taught. They encourage thinking skills	✓	
15	Feedback is given	✓	
16	Effective communication skills are present	✓	
17	The teacher gives praise to students who excel as motivation for other students to learn	✓	
18	Students are invited to be risk-takers without fear of ridicule	✓	
19	Students are provided with opportunities for success	✓	
20	Students are provided with opportunities to interact	✓	

Adopted from Ridayanti (2019)

OBSERVATION CHECKLIST OF CLASS (IPA 3/22 November 2021)

Classroom Observation Checklist		A	N
1	Students sit in seat	✓	
2	Teacher checks class size before teaching	✓	
3	Students are motivated	✓	
4	Students are active	✓	
5	Students are engaged	✓	
6	Students are interested	✓	
7	Students are motivated	✓	
8	Students are engaged	✓	
9	Students are interested	✓	
10	Students are motivated	✓	
11	Students are engaged	✓	
12	Students are interested	✓	
13	Students are motivated	✓	
14	Students are engaged	✓	
15	Students are interested	✓	
16	Students are motivated	✓	
17	Students are engaged	✓	
18	Students are interested	✓	
19	Students are motivated	✓	
20	Students are engaged	✓	

Adopted from Ridayani (2019)



OBSERVATION CHECKLIST OF CLASS X IPS I (22 November 2021)

Classroom Observation Checklist		Y	N
NO.			
1	Students sit in pairs		✓
2	Teacher tackles class size in management of learning		✓
3	Students sit in rows		✓
4	Students sit in orderly rows		✓
5	Very clear question and answer sessions		✓
6	Assignments		✓
7	Students work is checked and corrected by the teacher and students are provided with suggestions on how to address errors that were noted		✓
8	Room arranged so that all students are visible to the teacher		✓
9	Teacher moves around in the classroom to check students individually		✓
10	During the learning process, teacher is enthusiastic		✓
11	The teacher uses more than one method to teach a topic		✓
12	Teacher uses teaching aids and/or real objects in different techniques		✓
13	Use whole group, small group		✓
14	Teacher portrays a friendly, positive attitude		✓
15	The teacher asks for help and explains their reasoning processes they use as they work through the material being taught. They mentor thinking skills		✓
16	Feedback is given		✓
17	Effective communication skills are used		✓
18	The teacher gives praise to students who excel, as motivation for other students to learn		✓
19	Students are invited to be risk-takers without fear of ridicule		✓
20	Students are provided with opportunities for success		✓
21	Students are provided with opportunities to interact	✓	

Adopted from Ridayanti (2019)

DEEP INTERVIEW QUESTIONS

School name :

Teacher name :

Day/Date of interview :

1. What is strategy you used in seating arrangement?
(Apa strategi yang anda gunakan dalam pengaturan tempat duduk?
Apakah ada kesulitan-kesulitan dalam pengaturan tempat duduk)
2. Before conduct the lesson, did you give instruction to the students? What will you do and prepare before going to class and give the lesson?
(Sebelum memulai pelajaran, apakah anda memberikan instruksi kepada siswa? Apa yang akan anda lakukan dan persiapkan sebelum memulai dan memberi pelajaran)
3. Do you monitoring the student? While teaching, do you sit on your chair or get yourself close to the students?
(apakah anda memantau siswa? Saat mengajar, apakah anda duduk di kursi anda atau mendekat dengan siswa)
4. What is strategy used by the teacher to improving students' attention?
(Apa strategi yang anda gunakan untuk meningkatkan perhatian siswa?
Apa yang akan anda lakukan jika siswa mulai bosan?)
5. Do you give the reward to students had a good activity in learning?
(Apakah anda memberikan penghargaan kepada siswa-siswa yang memiliki kegiatan yang bagus dalam pembelajaran?)
6. What is the motivation that you give to the students who feel sleepy and start getting bored in the classroom? as we know when students get bored they often ignore the lesson and cause the chaos in the class so that the learning process isn't effective?
(Motivasi apa yang Anda berikan kepada siswa-siswa yang mengantuk dan mulai bosan di dalam kelas? Seperti yang diketahui bahwa ketika siswa merasa bosan mereka sering mengabaikan pelajaran dan menyebabkan kekacauan di kelas sehingga proses pembelajaran tidak efektif.)

7. What rules do you use in teaching English in the classroom?
(Aturan - aturan apa yang anda gunakan dalam proses belajar mengajar Bahasa Inggris yang berlangsung di dalam kelas?)
8. How to make a physical design classroom when implementing classroom management during teaching English in the classroom
(Bagaimana cara membuat desain fisik kelas ketika menerapkan manajemen kelas saat proses belajar mengajar di dalam kelas?)
9. What the punishment for the students who breaking the rules in the class?
(Hukuman apa yang diberikan kepada siswa yang melanggar aturan di kelas?)
10. How do you build communication between teachers and students in the classroom while teaching process in the classroom?
(Bagaimana cara anda membangun komunikasi antar guru dan siswa didalam kelas saat proses belajar mengajar sedang berlangsung?)
11. How do you face the students with different characters?
(Bagaimana cara anda menghadapi karakter siswa yang berbeda-beda?)
12. What are the influence of classroom management to the students' English learning achievement?
(Apakah ada pengaruh ada dari manajemen kelas terhadap prestasi pelajaran bahasa Inggris siswa)

(Adapted from Aprianti, 2015)

DATA TRANSCRIBED OF INTERVIEW

The result of interview Teacher A

R : Assalamua'alaikum warahmatullahi wabarakatuh

TA : Wa'alaikumsalam warahmatullahi wabarakatuh

R : Terima kasih sebelumnya bu sudah meluangkan waktunya untuk menjadi informan pada wawancara untuk penelitian saya ini. Ee langsung saja kelas berapa saja yang ibu ajar?

TA : Untuk tahun ini, tahun ajaran 2021 saya dipercayakan memegang semua kelas 11, ada delapan kelas.

R : Ee Baik bu, pertanyaan yang pertama, ee apa strategi yang digunakan ibu gunakan dalam pengaturan tempat duduk?

TA : Hmm karena ini adalah masa pemulihan setelah covid-19, dengan tetap mematuhi protokol kesehatan, ee maka meja dan kursi siswa diatur sedemikian rupa, ee diberi jarak sehingga tidak ada meja dan kursi yang berdekatan saat siswa mulai belajar di kelas jadi ada jarak di antara mereka.

R : Ee baik bu, apakah ada kesulitan-kesulitan dalam pengaturan tempat duduk?

TA : Mmm mengenai kesulitannya, ada suatu kelas yang agak suh diatur karena memiliki meja yang panjang sehingga untuk mengatur agar ada jarak itu ada kendala karena itu mejanya panjang jadi susah untuk dipisahkan. Tetapi yang lainnya itu alhamduillah ya, karena mereka memiliki meja kelas lainnya memiliki satu meja dan satu kursi untuk siswa sehingga pengaturannya mudah.

R : Mm baik bu, pertanyaan kedua, sebelum memulai pelajaran, apakah ibu memberikan instruksi kepada siswa?

TA : Iya, setiap mengawali pembelajaran, utamanya meminta siswa menyiapkan kelas, kemudian baca doa, setelah itu saya memberikan penjelasan singkat mengenai kegiatan yang mereka akan lakukan pada saat pembelajaran sehingga mereka sudah siap untuk menerima pelajaran.

R : Ee baik bu, apa yang biasa ibu lakukan dan persiakan sebelum memulai dan memberi pelajaran?

TA: Mm ya tentunya adalah bahan ajar, kemudian alat-alat yang dibutuhkan utamanya itu, kemudian kesiapan siswa juga utamanya harus betul-betul mereka siap untuk menerima pelajaran.

R: Baik bu, pertanyaan selanjutnya apakah ibu memantau siswa saat mengajar?

TA: Mmm menghadapi masa pemulihan ini, untuk pemantauan langsung ditempat duduk mereka itu sangat jarang kecuali ada siswa yang betul-betul butuh bantuan ya dan dengan memenuhi protokol kesehatan saya biasanya menghampiri mereka tetapi tidak lama hanya sebentar, memberikan arahan.

R : Mm iya, misalkan ibu sementara mengajar, apakah ibu cenderung duduk, dikursi atau mendekat ke siswa atau seperti berkeliling

TA : Ee kalau berkeliling itu, yah tadi seperti saya sampaikan masih dalam masa pemulihan ini ya saya kadang berkeliling tetapi sangat terbatas, jadi kalau boleh dikata cenderung banyak hanya memantau lewat tempat duduk saya. Kecuali, jika siswa ada yang tingkahnya cukup mengganggu atau ada yang kesulitan dengan tugas yang diberikan atau kegiatan yang mereka lakukan biasanya saya mendekat dengan tetap memenuhi protokol kesehatan.

R : Iya, baik bu, pertanyaan selanjutnya, strategi apa yang ibu gunakan untuk meningkatkan perhatian siswa?

TA : Ya tentunya ini tujuan pembelajaran itu harus jelas dan singkat sehingga mereka paham. Ee kemudian yang kedua memberikan kegiatan yang lebih banyak mereka cenderung lakukan seperti aktifitas mereka sendiri, jadi saya kurang memberikan penjelasan yang penting langkah-langkah pengerjaan tugas atau kegiatan mereka hari itu saya jelaskan dengan singkat dan bertanya jika ada kendala untuk mengetahui apakah mereka sudah paham atau tidak.

R : Iya, baik bu selanjutnya, apa strategi yang ibu gunakan untuk meningkatkan perhatian siswa? Ee apa yang akan ibu lakukan jika siswa mulai bosan dalam mengikuti pelajaran?

TA : Mmm untuk meningkatkan perhatian siswa biasanya diberikan pertanyaan-pertanyaan terkait materi atau cerita-cerita motivasi sehingga mereka terfokuskan pada pembelajaran. Ya, sebenarnya sejak pandemi ini keterbatasan waktu jarang-jarang saya melihat siswa mengalami kebosanan karena waktu yang terbatas, ini pembelajaran yang diberikan betul-betul fokus pada inti. Cuma biasanya ada yang mengganggu temannya paling saya tegur. Kemudian kalau ada yang mengantuk seperti ini saya belum pernah dapatkan.

R : Baik bu, ee pertanyaan selanjutnya apakah ibu memberikan penghargaan kepada siswa-siswa yang memiliki kegiatan atau nilai yang bagus dalam pembelajaran?

TA : Iya, ee untuk penghargaan biasanya berupa motivasi kepada mereka yang memiliki nilai bagus, tapi sebelum pandemi saya biasa berikan semacam hadiah-

hadiah kecil. Tapi sejak masa pemulihan ini saya memberikan motivasi atau pujian kepada mereka untuk lebih baik kedepannya.

R : Iya, selanjutnya apa motivasi yang ibu berikan kepada siswa-siswa yang mengantuk dan mulai bosan di dalam kelas?

TA : Mmm kalau sebelum pandemi biasanya itu kalau mereka sudah agak jenuh dengan kegiatan yang saya berikan saya adakan selingan kadang berikan ee cerita-cerita motivasi, kadang juga berikan sedikit ee kegiatan ekstra berupa permainan atau kadang cerita lucu untuk selingi kebosanan mereka. Dan juga kalau siswanya mengantuk ya saya suruh keluar kelas untuk cuci muka.

R : Baik bu, ee pertanyaan selanjutnya, aturan - aturan apa yang ibu gunakan dalam proses belajar mengajar bahasa inggris yang berlangsung di dalam kelas?

TA : Eee maksudnya? aturan yang bagaimana?

R : Rules didalam kelas yang seperti siswa diharuskan untuk ini, untuk seperti itu.

TA : Oh seperti itu, yah biasa kalau pelaksanaan proses kegiatan belajar mengajar setelah memberikan tugas, ya siswa utamanya harus tepat waktu mengumpulkan tugas kemudian tugasnya usahakan rapih dan jelas terbaca. Ya hanya sebatas itu biasanya.

R : Baik bu, selanjutnya bagaimana cara membuat desain fisik kelas ketika menerapkan menejemen kelas saat proses belajar mengajar di dalam kelas?

TA : Sejak pandemic untuk desain kelas saya itu monoton, karena kita dibatasi oleh kondisi yang masih belum stabil jadi ya hanya seperti manajemen kelas tidak ada pengelompokkan, dalam bentuk mejanya diatur ya hanya monoton.

R : kalau setelah pandemi bu?

TA : Ee ini dalam pemulihan masih monton. Karena saya tetap menjaga social distancingnya.

R : Baik bu, selanjutnya hukuman apa yang diberikan kepada siswa yang melanggar aturan di kelas saat proses pembelajaran berlangsung?

TA : Biasanya hanya berupa teguran, biasa juga saya panggil dengan baik-baik ke meja lalu saya berikan nasihat, ya itu.

R : Eee ya baik bu, selanjutnya bagaimana cara ibu membangun komunikasi antar guru dan siswa didalam kelas saat proses belajar mengajar sedang berlangsung?

TA : Mmm Untuk membangun komunikasi biasanya saya mengajukan beberapa pertanyaan ke siswa terkait dengan materi kemudian meminta mereka untuk memberikan feedback dari apa yang mereka sudah pelajari atau yang sudah mereka buka.

R : Ee selanjutnya bu, ee bagaimana cara ibu menghadapi karakter siswa yang berbeda-beda di dalam kelas?

TA : Ya itu kembali lagi ke ilmu psikologi karena seperti sekarang ya guru itu harus paham setiap anak itu memiliki keistimewaan, tidak ada yang sama. Kita sebagai guru ya harus menerapkan sesuai apa yang mereka butuhkan. Tetapi saya biasanya itu cenderung mengelompokkan 3. Ada siswa yang bagus dalam memperhatikan pelajaran, nah itu kelompok 1. Kemudian ada kelompok menengah dimana mereka mereka lebih harus didorong baru berbuat. Dan yang ketiga inilah yang kadang cenderung memancing perhatian teman-teman dalam konsentrasi belajar mereka biasanya gangguan-gangguan kecil. Jadi kalau ada seperti itu biasanya saya panggil, kemudian kasih nasihat. Kalau yang kelompok

kedua itu selalu didorong, selalu diingatkan. Kalau kelompok yang pertama itu biasanya diberikan stimulus yang lebih baik lagi atau materinya dikasih agak-agak yang lebih tinggi.

R : Ee Baik bu, pertanyaan terakhir. Apakah ada pengaruh ada dari manajemen kelas terhadap prestasi belajar siswa?

TA : Sebenarnya itu ada pengaruh, karena sebelum pandemi didalam kelas itu mereka berinteraksi, berbaur dengan teman-temannya secara bebas sehingga kegiatan mereka bervariasi, dan kegiatan mereka tidak monoton jadi mereka kreatif untuk berpikir dan menyelesaikan tugas karena tidak ada keterbatasan. Sementara sejak pandemi itu selalu diingatkan untuk jaga jarak, mengikuti protokol sehingga siswa ada kecenderungan agak sedikit tertekan.

R : Jadi ketika pandemi, manajemen kelasnya tidak terlalu efektif ya bu karena keterbatasan.

TA : Iya, sejak pandemi otomatis itu segala sesuatunya harus ikut protokol kesehatan. Sehingga interaksi antar siswa satu dengan siswa lain, guru dengan siswa, itu harus ekstra dijaga. Namun sekarang sudah mulai agak normal, jadi saya sudah bisa terapkan manajemen kelas dengan tetap mengikuti protokol kesehatan.

R : Ee disbanding setelah pandemi bagaimana perkembangan belajarnya siswa

TA : Ee Alhamdulillah mereka termotivasi dengan baik tidak ada kendala, tapi sejak pandemi itu utus terang minat siswa dalam proses pembelajaran bahasa Inggris itu low, rendah. Mm dimana pengaruhnya ada gangguan dari luar, kedisiplinan yang kurang sejak belajar dari rumah, kemudian setelah masuk transisi mereka

mulai beradaptasi lagi membangun kepercayaan diri mereka untuk aktif dalam pembelajaran, mulai ada perubahan lagi sejak diterapkan pembelajaran terbatas tatap muka.

R : Iya, Baik bu, terima kasih sudah meluangkan waktunya untuk diwawancarai.

TA : Iya, sama-sama.



The result of interview Teacher B

R : Assalamua'alaikum warahmatullahi wabarakatuh

TB : Wa'alaikumsalam warahmatullahi wabarakatuh

R : Terimakasih kepada ibu B sebagai informan pada wawancara penelitian saya ini. Ee langsung saja, ibu mengajar dikelas berapa saja?

TB : Kelas X IPA dan IPS

R : Iya, langsung saja ke pertanyaan yang pertama, apa strategi yang digunakan ibu gunakan dalam pengaturan tempat duduk? Apakah ada kesulitan-kesulitan dalam pengaturan tempat duduk?

TB : Ee kalau saya strateginya ya sebenarnya strategi lama. Itu biasanya kalau siswa yang ribut saya pindahkan ke depan. Itu untuk saya kalau saya masuk dalam mata pelajaran bahasa Inggris. Kalau guru lain mungkin berbeda.

R : Oh iya bu, jadi ibu cenderung mengarahkan siswa yang cenderung ribut untuk duduk di baris depan.

TB : Iya, supaya saya bisa lebih mengontrol.

R : Apa pengaturan tempat duduknya ini dala bentuk baris, circle, bentuk U atau lainnya?

TB : Iya bentuk baris saja.

R : Apakah ada kesulitan-kesulitan dalam pengaturan tempat duduk?

TB : Sepertinya tidak ada.

R : Iya, ee yang kedua, sebelum memulai pelajaran, apakah ibu memberikan instruksi kepada siswa? Apa yang akan ibu lakukan dan persiakan sebelum memulai dan memberi pelajaran?

TB : Instruksi? Misalnya? Instruksi dalam pembelajaran? Iya jelas diberi instruksi dulu biasanya supaya mereka tidak bingung. Saya beri instruksi terlebih dahulu.

R : Iya, maaf bu, instruksi seperti apa, instruksi dalam pembelajaran-kah atau instruksi yang seperti apa?

TB: Ya, biasanya Instruksinya mengarahkan mereka supaya tetap tenang dalam mengikuti pelajaran agar mereka bisa fokus.

R : Apa yang ibu lakukan sebelum memulai dan memberikan pelajaran?

TB : Sebenarnya tidak selalu setiap masuk kelas tapi biasanya yang dipersiapkan itu tentu saja biasanya persiapan materi, tugas apa yang akan diberikan, dan itu saya siapkan dahulu jurnal bahan mengajar. Seperti itu.

R : Berarti termasuk juga seperti RPP ya bu

TB : Iya sudah ada itu sebelumnya.

R : Baik bu, pertanyaan selanjutnya, apakah ibu memantau siswa? Ketika mengajar, apakah ibu cenderung duduk di kursi atau mendekat dengan siswa?

TB : Biasanya kalau kalau baru masuk sudah jelas pasti duduk dulu, terus biasanya meminta siswa untuk menyiapkan kelas supaya lebih tenang, kemudian setelah siap saya absen, kemudian sesudah itu pemberian materi, setelah itu pemberian materi dan mengecek satu per satu.

R : Jadi saat mengajar, anda tidak cenderung duduk di kursi?

TA : Iya tidak cenderung apalagi kalau keadaan dikelas sudah ribut, saya akan mulai ke belakang berkeliling.

R : Ee pertanyaan selanjutnya, strategi apa yang ibu gunakan untuk meningkatkan perhatian siswa?

TB : Ya biasanya dengan memberikan semacam jokes, tapi kalau jokes-nya tidak masuk/dimengerti siswa biasa saya kasih sedikit cerita, biasanya memberikan sedikit sentuhan-sentuhan cerita yang berkaitan dengan agama. Ya seperti itu.

R : Apa strategi yang ibu gunakan untuk meningkatkan perhatian siswa? Apa yang akan ibu lakukan jika siswa mulai bosan dalam mengikuti pelajaran?

TB : Biasanya saya menanyakan beberapa pertanyaan ringan, pertanyaan ringan yang biasanya tidak berpatokan dengan materi yang dibahas. Bisa saja yang sudah lalu tapi yang pasti yang cukup mengundang perhatian siswa lagi ke saya.

R : Pertanyaan selanjutnya bu, apakah ibu memberikan penghargaan kepada siswa-siswa yang memiliki kegiatan yang bagus dalam pembelajaran?

TB : Yah, penghargaannya misalnya cara mengapresiasinya biasanya berupa bilang terima kasih di depan teman sekelas, kemudian memberikan applause.

R : Oke bu, selanjutnya apa motivasi yang ibu berikan kepada siswa-siswa yang mengantuk dan mulai bosan di kelas? Seperti yang diketahui bahwa ketika siswa merasa bosan mereka sering mengabaikan pelajaran dan menyebabkan kekacauan di kelas sehingga proses pembelajaran tidak efektif?

TB : Seperti itu yang saya bilang tadi masih berkaitan dengan pertanyaan yang sebelumnya, biasanya saya untuk menarik lagi perhatian siswa saya berikan semacam cerita ringan sedikit, biasanya ada hubungannya dengan kisah-kisah atau cerita yang mengandung unsur agama seperti itu. Saya memberikan cerita

kepada siswa yang membuat mereka sedikit termotivasi, kemudian saya hampiri siswanya langsung.

R : Jadi ibu menghampiri siswanya langsung.

TB : Iya menghampiri langsung ke mejanya, biasanya kan seperti itu langsung siap memperhatikan.

R : Selanjutnya, aturan - aturan apa yang ibu gunakan dalam proses belajar mengajar Bahasa Inggris yang berlangsung di dalam kelas?

TB : Kalau saya sebenarnya tidak ada aturan yang terlalu mengikat atau spesifik.

R : Selanjutnya bu, bagaimana cara membuat desain fisik kelas ketika menerapkan manajemen kelas saat proses belajar mengajar di dalam kelas?

TB : Biasanya, kan ini sudah tatap muka, karena saya kan sudah tau kemampuan siswa seperti apa, biasanya saya atur. Misalnya ini ada siswa yang agak bisa/pintar saya tempatkan bersama temannya yang agak kurang.

R : Kalau mengenai desain pengelompokkannya bu?

TB : Baris saja karena siswa cenderung malas atur ulang bangkunya.

R : Baik bu, selanjutnya, hukuman apa yang diberikan kepada siswa yang melanggar aturan di kelas?

TB : Ya biasanya dengan di suruh maju terus didepan berdiri sampai jam pelajaran selesai, itu saja.

R : Selanjutnya bagaimana cara ibu membangun komunikasi antara guru dan siswa didalam kelas saat proses belajar mengajar sedang berlangsung?

TB : Cara membangun komunikasinya ya seperti itu misalnya sementara pemberian materi dijelaskan. Terus untuk menarik perhatian juga supaya lebih

akrap biasanya saya langsung menyebutkan namanya supaya siswa itu semangat. *"Nah kamu seperti apa tadi yang saya jelaskan"* seperti itu menyebutkan namanya.

R : Ee yang selanjutnya, bagaimana cara ibu menghadapi karakter siswa yang berbeda-beda?

TB: Saya kan sudah sedikit banyak tau tentang siswa dalam tatap muka begini, ya dihadapi sesuai karakternya misalnya ada siswa yang kurang perhatiannya, sering cerita, misalnya agak malas ya. Nah siswa yang agak lebih dikelas sering misalnya saya minta untuk membaca ini, ya seperti itu.

R : Jadi ibu cenderung perintahkan siswa membaca, membaca seperti apa bu?

TB : Ya misalnya membaca teks ya, teks bahasa Inggris atau apa. Atau misalnya sementara memberikan pelajaran setelah menjelaskan saya tunjuk untuk menyebutkan atau membaca dua kata yang berhubungan dengan apa yang saya jelaskan. Otomatis perhatian mereka tertuju lagi ke pelajaran.

R : Pertanyaan selanjutnya, apakah ada pengaruh ada dari manajemen kelas terhadap prestasi belajar siswa?

TB : Iya tentu saja ada, karena kan kalau misalnya ada siswa malas dan selalu duduk dibelakang, tidak memperhatikan, tidak akan berubah. Kalau misalnya sudah diatur ya, sudah diketahui kemampuannya agak kurang dan bahkan kurang berminat untuk belajar, ya diatur misalnya didepan, misalnya duduk dengan temannya yang agak bisa, pasti lambat laun ada sedikit perubahannya, meningkat pengetahuannya.

R : Seperti apa peningkatan English achievement-nya siswa yang sudah ibu terapkan manajemen kelasnya?

TB : Ya, minimal itu pronunciationnya siswa sudah berubah, misalnya satu dua kata yang sebelumnya mereka lafalkan sesuai dengan tulisannya kemudian mereka menjadi bisa melafalkannya dengan benar. Ya minimal itu pronunciation mereka meningkat.

R : Baik bu, terima kasih sudah meluangkan waktunya untuk diwawancarai.

TB : Iya, sama-sama.



DOCUMENTATION



The first observation on 15th November 2021 of MI IPA 1





UNIVERSITAS MUHAMMADIYAH
MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN

The first observation on 15th November 2021 of X IPS 1



UNIVERSITAS MUHAMMADIYAH
MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN

The second observation on 22th November 2021 of X IPS 1



The interview with Teacher A on 26th November 2021



The interview with Teacher B on 24th November 2021

DOCUMENTATION OF STUDENTS' SCORE

The image shows two overlapping spreadsheets, likely from a Microsoft Excel file, displaying student scores. The left spreadsheet is titled 'Daftar Nilai' and the right one is titled 'Daftar Nilai'. Both spreadsheets have columns for student ID, name, and various scores (UT, UTS, UAS, average, final). The data is organized in rows, with student names listed on the left and their corresponding scores in the columns.





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

10. Sulawesi, Jl. Sudiarta No. 154, Gd. Widyadik, Lt. 1, 90141, 90140 Makassar 90122, E-mail: ip@umamuhadiyahplaza.com



Nomor 491/054/ 4-VIII/XI/43/2021
Lampir (satu) Rangkap Proposal
Hal Permohonan Izin Penelitian

03 Rabiul Akhir 1443 H
08 November 2021 M

Kepada Yth
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P3M HKPMD Prov. Sul-Sel
di -

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 74/054/PA 4-VIII/XI/43/2021 tanggal 2 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama: SULISTIANA
No. Stambul: 10535 1119317
Fakultas: Fakultas Keguruan dan Ilmu Pendidikan
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Pekerjaan: Mahasiswa

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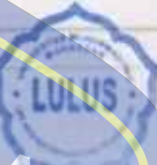
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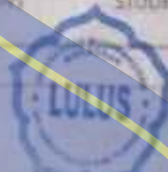
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Dear SULISTIANA

It is our pleasure to inform you that, after reviewing your paper:
**THE TEACHERS' STRATEGY IN MANAGING THE CLASSROOM
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The manuscript ID: 690

Detail checklist:

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Head of English Education Department
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CURRICULUM VITAE



SULISTIANA. She was born on 13th July 1999 in Luwu. She is the youngest daughter of M Nasir Said and Jawariah Pajju. She started in elementary school at SDN 530 Redo in 2006 and finished her study in 2011. Then she continued her junior high school at MTs DDI Buntukamassi 1 and graduated in 2014. After that she continued her senior high school at SMAN 3 Luwu and graduated 2017. In 2017, she was accepted at Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2022 Entitled "The Influence of Classroom Management on Students' English Achievement at SMA Negeri 3 Luwu."

