

# **THE CLASSROOM MANAGEMENT APPLIED BY ENGLISH TEACHERS: A CASE STUDY AT A VOCATIONAL SCHOOL IN GOWA**

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## **ABSTRACT**

The aims of this research are intended to know how classroom management is conducted by English teachers and how students respond it. This research was descriptive-qualitative research. The objectives of the research were (1) to describe the teachers manage the classroom at SMK Negeri 1 Gowa Makassar Indonesia and (2) to explain the problems faced in applying classroom management in the class by English teachers at SMK Negeri 1 Gowa Makassar Indonesia. The researcher conducted this research from January until February 2020. The subject of the research was the tenth grade English teachers of SMK Negeri 1 Gowa. The data was collected by using observation, video recording, and interview. The result of this research show (1) that classroom management divided into five aspects. There were physical design of classroom orderly rows, horseshoe, and separate table, rules and routines, relationship, engaging and motivating instruction, and discipline. (2) The problem faced by English teacher was male students made noise during the learning activity. To solve the problem, the teacher gave a punishment.

***Key word : Classroom Management, English Teachers, Descriptive Research***

## **INTRODUCTION**

Classroom management is needed in every teaching and learning process, including the English teaching and learning process. The classroom management is a form or supports that the English teaching and learning. Teacher should pay attention to the classroom condition. Managing classroom is not only about maintaining the condition but also the condition of class itself which should be retained well.

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. According to Marzano (2003), the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively. According to McLeod, et al (2003), that teachers have a crucial role in classrooms is as a leader of instruction. To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. So, teachers could carry out their role appropriately.

Classroom management influences in the teaching and learning process, including English in the class. It is one of the things that are important in determining the students' learning outcomes. Students should feel comfortable with the situation of the class. Classes are convenient not only on how nice and neat classroom, but also in terms of teacher teaching in the class. According to Nunan (1991) that in the teaching and learning process, classroom management

plays an important role to establish and maintain workable system in the classroom. Furthermore, he states that classroom management can be used to organize and manage the class.

The problems identification in classroom that occur in process teaching and learning process at this time such as the teachers using textbook to tell the material, the students disturb the teaching learning process, the teacher does not master the material, and the teacher is bound to only one method. According to Setyowati (2017) in her research, classroom management was the classical problem such as discipline of the class. The students usually talk to their friends when the teacher talks too. The other study investigated the teaching and classroom management strategies used by master teachers of English language in vocational classroom in Indonesia and the effects on the students; the research was conducted at vocational school. They addressed their concerns on the students' misbehavior during the lessons especially when they were being inappropriate, were noisy and talked loudly, and fell asleep in the classroom (Rido, Nambiar, & Ibrahim, 2016). Therefore, this study focuses on find out the classroom management that applied by English teachers at SMK Negeri 1 Gowa.

## **LITERATURE REVIEW**

### **Definition of classroom management**

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. According to Scrivener (2005) classroom management involves both decisions and action. The decision is made by observing the classroom situation. Teacher as a decision maker have to decide

an action to overcome anything happen in the classroom included disruption. According to Levin and Nolan in (Retnaningtyas 2011: 23), teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement. According to Marsh in (Kurtianti, 2017, p. 25) classroom management aims to provide effective learning opportunities for students on planned activities, whether they are teacher-directed or student-initiated, the greater learning. Students are the members of the class should be activated to take part in the classroom.

### **The key elements of classroom management**

The efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students (McLeod, 2003). The key elements of classroom management distinguishes between two, there were; time and classroom space and seating arrangement. Including time and classroom space is setting up the classroom, managing instructional time, managing administrative tasks, managing teacher time, student behaviour, instructional strategies, whole-classes strategies, small group strategies, and working in pairs working as an individual.

### **Concept of Teaching English**

According to (Harmer, 2008) there are many metaphors to describe the teacher such as teacher is actors because they are always on stage, teachers are orchestral conductors because direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow. In teaching learning process, the teacher has to give facilities for the students to make teaching learning process are easy, active and more comfortable.

In the teaching process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible (Gulo, 2008) in Setyowati (2017: 44). Therefore, the effectiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on the teacher quality.

## **METHOD**

This research is a descriptive qualitative research. Cresswell (1998) defines qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researchers are conduct through management classroom in teaching English learning process in the classroom. This research was conducted at SMK Negeri 1 Gowa, it lays at Makassar, South Sulawesi. This research applied purposive sampling technique in taking the subject of the research. It is supported (Sugiyono, 2013), purposive sampling technique is one of the techniques used to determine the participants by considering something. The researcher chose vocational schools because of the many departments within and also many teachers teaching English in vocational schools would make it easier for researcher to obtain the required data. There are two instruments of the research that the researcher used; they are observation note and interview guide. The technique of data analysis which is used in the qualitative is by using technique of data analysis that suggested by (Miles, Huberman, & Saldana, 2014).

## **FINDINGS**

### **1. How does English teachers manage the classroom at SMK Negeri 1 Gowa Indonesia?**

Based on the findings, it showed that classroom management divided into five aspects. There were physical design of classroom, rules and routines,

relationship, engaging and motivating instruction, and discipline. The researcher conducted the research at SMK Negeri 1 Gowa, it lays at Makassar, South Sulawesi.

**a. Physical design of classroom**

**Physical design of classroom at OTP (Otomatisasi dan Tatakelola Perkantoran) class**



**Extract 1 physical design**

First meeting and second meeting in OTP (Otomatisasi dan Tatakelola Perkantoran) class, the physical design of classroom management it can be seen in the figure 4.1. It also can be seen from the teacher talk taken from interview script below:

*“Researcher: Apa sajakah hal-hal yang perlu diperhatikan dalam pengelolaan kelas? ( What are the things that need to be considered in management the classroom?)*

*Teacher : Posisi duduk siswa, kemudian yang kedua berkaitan dengan fasilitas yang ada. (Students sitting position, then the second relates to existing facilities)*

The interview scrip above explains about how the teacher management the

classroom. There are the things that need to be considered by the teacher. Every teacher has different method to setting the seating arrangement of the students.

### **Extract 2 response of the student**

According to the students, the physical designs of classroom in OTP (Otomatisasi dan Tatakelola Perkantoran) class it can be seen from the students talk taken from interview script below:

*“Researcher: Apakah anda cukup nyaman dengan posisi duduk yang telah diatur di dalam kelas? Mengapa?(Are you comfortable enough with an arranged seating position inside the classroom? Why?)*

*Student: saya merasa nyaman karena dapat melihat dengan jelas ketika guru menjelaskan materi (I feel comfortable because I can see the teacher clearly when the teacher explains the material)*

The other students of OTP (Otomatisasi dan Tatakelola Perkantoran) class said that the seating position in the classroom of OTP (Otomatisasi dan Tatakelola Perkantoran) class it also comfortable because the student can see the teacher clearly. The students who said that they can see the teacher clearly is the students who seats in front and who seating at third row in the classroom.

### **Physical design of classroom at AKL (Akuntansi dan Keuangan Lembaga) class**



#### **Extract 6 physical design of classroom**

Figure 4.3 the teacher used U-shape or Semi- Circle when the teacher explains the materials.

*“Researcher: Apa sajakah yang perlu diperhatikan dalam mengatur ruangan kelas?(What are the things that need to be considered in management the classroom?)*

*Teacher: Yang pertama, barang kali bangkunya. Yang kedua, menempatkan anak yang bisa dengan yang agak kurang. Untuk pengaturan duduk saya menerapkan bentuk U. bentuk U sendiri sangat saya sukai karna memudahkan saya Melihat seluruh siswa dengan jelas.(firstly, the seating arrangement, secondly, putting the students with low ability beside students high ability. For seating arrangement I apply U-shape. I like U-shape because it is easy for Researcher to see all of students clearly).”*

Based on interview script with the teacher of AKL (Akuntansi dan Keuangan Lembaga) class above, some matters that need to be seen of setting up classroom management is the seating arrangement and putting together students with low ability beside smart students’ for learning process run smoothly. Figure 4.3 above is U-shape or Semi- Circle that arrangement has also been referred to

as a horseshoe and there is modified version called double horseshoe. based on the figure above, the teacher has applied the modified version of horseshoe that was called double horseshoe.

### **Extract 6 response of the student**

In this interview dialog, explain the students feeling about seating arrangement in their classroom. It also explained the students' reason from AKL (Akuntansi dan Keuangan Lembaga) class why they like or dislike the physical design of classroom in their class.

*Researcher: Apakah anda menyukai penataan ruangan kelas yang seperti di dalam kelas anda? Mengapa? (Do you like the arrangement of classroom in yours classroom? Why?)*

*Student: iya saya menyukainya karena sangat indah dilihat karena berbentuk U (Yes I like it a lot because it's beautiful and it's U-shape).*

According to interview script above, the student said that the arrangement of classroom at AKL (Akuntansi dan Keuangan Lembaga) class is beautiful because it's U-shape. The students can see the teacher and their friends clearly.

**b. Rule and routines**  
**the rule that applied at OTP (Otomatisasi dan Tatakelola Perkantoran)**  
**class when students comes late**



### **Extract 8**

This picture explained the situation when the students came late in the morning.

The teacher said:

*”Sini masuk. Berbaris [come in. make a line]( Minutes 19:40)*

*apa saratnya klu datang terlambat? [what is the condition of coming late]( Minute 20: 57 ) Students: Menghafal mam (memorizing mam)*

*Minute 22:34 dimana tinggal? (where do you live?) Siapa suruh datang terlambat?( How dare you to come late?) Memorize your password*

*Minute 22: 35 yang sudah Menghafal silahkan duduk (who already memorizing, can take a sit, please).”*

The situation when teacher explained again about the rule. The students must come early and don't be late to class. These routines in every school about come early morning to school. The students who come late cannot come to class or they can enter the class with requirement.

**Figure 4.7** the routines of seating arrangement that applied at AKL (Akuntansi dan Keuangan Lembaga) class.



### **Extract 9**

This is situation when the teacher build group discussion and the teacher order the students to open their book. The teacher explains about the material and how the group would be start to discussion. This picture explained of discussion group activities in AKL (Akuntansi dan Keuangan Lembaga) class. The students are divided into three groups by the teacher. In the video recording it can be heard that the teacher said:

*“Minutes 15:30. Task1. Only 3 group ya. Jadi saya akan menanyakan kepada salah satu kelompok nanti dan kelompok lain membandingkan jawabannya kepada group yang lain.(I will ask one of the groups and the other groups will compare the answer to the other group) Cocok kan ya (synchronization) Mengerti?(understand?) Students: yes mam”*

### **c. Relationship**

**Figure 4.8 Relationship between teacher and students at OTP (Otomatisasi dan Tatakelola Perkantoran) class**



The figure 4.8 above is process teaching and learning at OTP (Otomatisasi dan Tatakelola Perkantoran) class. The teacher explained the material and walk in class. The comfortable situation in classroom at OTP (Otomatisasi dan Tatakelola Perkantoran) class because teacher and students have good relationship each other.

**Figure 4.10 processes teaching and learning at AKL (Akuntansi dan Keuangan Lembaga) class**



### **Extract 17**

The differences between OTP (Otomatisasi dan Tatakelola Perkantoran) class, in AKL (Akuntansi dan Keuangan Lembaga) class the teacher didn't used whiteboard when the teacher presentation the material. The teacher just explained in front of class and distributing textbook for the students. The teacher in OTP (Otomatisasi dan Tatakelola Perkantoran) class and AKL (Akuntansi dan Keuangan Lembaga) class has good relationship with students. It can be seen from the students of OTP (Otomatisasi dan Tatakelola Perkantoran) class talk taken from interview below:

*“Researcher: Bagaimanakah hubungan guru dengan siswa di kelas anda?(How is the relationship between teacher and students in your class?)*

*Student : Baik. Alhamdulillah”(Good. Alhamdulillah)*

The script of interview above explain about one of few students of OTP (Otomatisasi dan Tatakelola Perkantoran) class explained the situation with their teacher in the class. They feel comfortable with their teacher because they have good relationship.

#### **d. Discipline**

The part of classroom management is discipline. It can be seen from the picture in OTP (Otomatisasi dan Tatakelola Perkantoran) class below:

**Figure 4.11 the act of teacher to discipline the students**



### **Extract 19**

Two students in the OTP (Otomatisasi dan Tatakelola Perkantoran) class make noisy while the teacher presentation the material:

*“minutes 36: 50 sibuk? Sibuk? Apa mucerita?” (what did you tell her?)”*

The script of video recording above explained about the teacher act after reprimand two of students who make noisy, the teacher continues presented the material. Discipline is the required action by a teacher toward a student or group of students, after the student’s behavior disrupts the ongoing educational activity or breaks a reestablished rule created by the teacher. Discipline does not only mean punishment.

#### **a. Engaging and motivating instruction**

It can be seen from the picture taken from video recording below:

**Figure 4.12 Teacher show the picture for explained the material**



The teacher used picture to explain the material in front of class. This activity would be able to motivating the students to accept the lesson. The teacher also used whiteboard and books to presentation the material.

**Extract 20**

*Researcher : Apa sajakah sumber belajar yang lain yang bisa digunakan guru dalam proses belajar Mengajar?  
(What the other learning resources that teacher used in the teaching and learning process)*

*Teacher : biasanya saya Menggunakan buku, papan tulis, kadang juga Menggunakan gambar. Untuk LCD saya belum pernah menggunakan karena disekolah hanya ada satu dan hanya satu guru yang sering menggunakan. (I usually used book, whiteboard, and*

*sometimes use picture. For the LCD, I have never used it because at school there is only one and only one teacher who uses it often).*

The interview script above explained about how the teacher engaging and motivating students in learning process with the method of teaching and other resources that the teacher used to explained the material to make the students understand the material that the teacher convey. After explanation the materials, the teacher invite the students to ask the materials that they don't understand.

**Figure 4.13 the teacher at AKL (Akuntansi dan Keuangan Lembaga) class used book for engaging and motivating students**



#### **Extract 21**

It also can be seen from the interview teacher of AKL (Akuntansi dan Keuangan Lembaga) class below:

*“Researcher : Apa sajakah sumber belajar yang lain yang biasa digunakan guru dalam proses belajar mengajar?”*

*(What the other learning resources that the teacher used in the teaching and learning process?)*

*Teacher : LCD. Kalau saya biasanya Menggunakan LCD.  
(LCD. I usually using LCD)”*

The interview script above explains about the other resources that teacher of AKL (Akuntansi dan Keuangan Lembaga) class used to motivating students in leaning activity.

**2. What are the problems faced by English teachers in applying classroom management in the class?**

**Two students noisy in the classroom when the teacher still explaine the material in front of class**



**Extract 22**

It can see from the teacher talk taken from script of video recording below:

*“Minute 36: 50 the teacher said “sibuk? Sibuk? Apa muceritasama*

*dia ? (What did you tell her?)”*

The script of video recording above explained the act of the teacher to discipline the students who noisy in the classroom during teaching and learning process. The teacher come closer to gave warning to the students who noisy in the class.

### **Extract 23**

Based on interview with the teacher, the problem faced by English teacher applied classroom management it can be seen from the teacher talk taken by interview below:

*Researcher : Apa kendala yang ditemukan saat Melakukan pengelolaan kelas? (What are obstacles found during management classroom?)*

*Teacher : Kendalanya biasanya anak laki-laki yang biasanya tidak terlalu cepat tangkap apalagi yang bandel-bandel dan terkadang menjadi propokator yang menghambat kemudahan dalam pengelolaan kelas. (The obstacles are the boy usually not too fast in responding especially the students who wayward and sometimes become provocateurs which hinder class management)*

The interview script above explain about the obstacles found when the teacher managing classroom. According to teacher of AKL (Akuntansi dan Keuangan Lembaga) class, the obstacles is the boy usually not fast in responding especially the students who wayward and sometimes become provocateurs which hinder class management.

### **Extract 24**

The problem faced according the teacher of OTP (Otomatisasi dan Tatakelola Perkantoran) class. It can be seen from the English teacher talk taken from

interview below:

*“Researcher : Yang pertama, apa kendala yang ditemukan saat pengelolaan kelas?(The first, what are the obstacles found when managing classroom?)*

*Teacher : Yang pertama itu terkadang siswanya rebut sehingga susah diatur, kemudian vasilitas dikelas yang belum lengkap. (firsly, sometimes the students make a fuss and so unruly)”*

Every teacher have problem face when they managing the classroom. The interview script above is about the obstacles that found when managing classroom. According to teacher of OTP (Otomatisasi dan Tatakelola Perkantoran) class, the obstacle is the students make a fuss and so unruly.

### **The students not on time to come in the class**



### **Extract 25**

The situation above is about students come late in the morning when the teacher has been in the classroom. The students who come late cannot come to

class or they can enter the class with requirement. It can be seen at audio recording below:

*“Sini masuk. Berbaris [come in. make a line] (Minute 19:40). Apa saratnya kalau datang terlambat? [What is the condition of coming late?]* (Minute 20:57) *Students: Menghafal Mam (memorizing Mam)*

*Dimana tinggal? [where do you live?]* (Minute 22:34)

*Teacher : “Siapasuruh datang terlambat? [how dare you to come late?]* *Memorize your password. Yang sudah menghafal silahkan duduk [who already memorizing, can take a sit, please]* (Minute 22:35).”

### **The students not prepare they homework well**



### **Extract 26**

The students not prepare them homework well. This is the problem face when the teacher in the class. It can be seen in the recording below:

*“(Minute 01:26) teacher : bagaimana tugasnya minggu lalu? Sudah selesai? [ how about your homework last week? Have you done?]*

*students: No. belum Mam. Teacher : yang belum selesai silahkan keluar.  
[Anyone that's not done, please go out] students : Sudah Mam. Tapi  
tidak lengkap kelompokku Mam. [Done Mam but my group is  
incomplete]”*

The process of teaching and learning in the classroom sometimes not run smoothly because the students not prepare well. Such as homework or group work that is not finish on time. The case in the picture above is the example that problem face the teacher in classroom. This is like a challenge for the teacher how to overcome that situation. The completion is the teacher giving the other task for students or students must finish them homework during the study time or the other completion is the teachers continue the material suitable with program of teaching.

## **DISCUSSIONS**

### **1. How does English Teachers manage the classroom at SMK Negeri 1 Gowa Indonesia?**

#### **a. Physical design of classroom**

The classroom environment has proven to change and to influence behaviors among students. One of aspect in physical design of classroom was seating arrangement. Related to the seating arrangement, the tenth grade English teacher has different seating arrangement depend on the material and activities. The English teachers of OTP (Otomatisasi dan Tatakelola Perkantoran) class in SMK Negeri 1 Gowa usually used two way of seating arrangement in classroom. The teacher used orderly rows when the teacher explains the material. It made

the teacher easier to convey the material in the class. When the teacher used orderly rows, the teacher had a clear view of all students and the student also can see the teachers in front of the class. The teacher at OTP (Otomatisasi dan Tata Kelola Perkantoran) class used separate table when the student to made small groups students. The English teacher of AKL (Akuntansi dan Keuangan Lembaga) class in SMK Negeri 1 Gowa usually used Semi-circle or U-shape. This arrangement has also been referred to as a horseshoe, and there is modified version called double horseshoe that involves an inner and outer semi circle. The physical design of classroom at AKL (Akuntansi dan Keuangan Lembaga) class, the teacher used double horseshoe when the teacher explaine the material in the class. This model made the teacher easier to control the students. The students can't disturb the process of teaching and learning because the teacher can view clearly all of students.

According to Jones (2007) and Savage (1999), the classroom environment has proven to change and influence behaviors among students. The design of the classroom allows for some activities to take place and for other to not. The teacher of OTP (Otomatisasi dan Tatakelola Perkantoran) class and AKL (Akuntansi dan Keuangan Lembaga) class applied different ways to seating arrangement in classroom. The physical design of the classroom depend of facility and how the teacher arrange the students seat in the classroom but in OTP class, the students seating depend of the student itself where they want to seat but for the seat arrangement it was setting up by teacher. The teachers setting classrooms depends of completeness of facilities in classroom and depend of

how the teacher and student feel comfortable during learning process. The teacher at AKL (Akuntansi dan Keuangan Lembaga) class also putting the students with high ability and less ability together to create class conditions that enable a conducive and maximum learning process.

#### **b. Rules and routines**

Based on data collected after two meetings at OTP (Otomatisasi Tatakelola Perkantoran) class and also two meetings at AKL (Akuntansi dan Keuangan Lembaga) class, shows the students who come late. How the teacher handles the students that come late and reminds the students about the rules. Who is late must prepare to memorize their password so the students can enter the class after memorizing. The routines in OTP (Otomatisasi dan Tatakelola Perkantoran) class is memorize uncountable nouns every meeting. The rules in AKL (Akuntansi dan Keuangan Lembaga) class and OTP (Otomatisasi dan Tatakelola Perkantoran) class it also can see from interview script that explained about the obstacles found during management classroom, how to resolve the problem within management of the class, the act of teacher when there is commotion inside the class. U-shape or double horseshoe is the model of seating arrangement for students in AKL (Akuntansi dan Keuangan Lembaga) class and the lesson running routines designed to facilitate tasks that occur regularly during instructional lessons.

According to Emmer and Gerwels (2006) most classrooms have many different needed routines, and it is critical for teachers to work out what these will be. Routines are essential for the overall fluidity of the classroom. Rules in

the classroom are important to apply. According to Marzano (3003) probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures. It can be concluded that classroom management applied by English teachers at SMK Negeri 1 Gowa, rules and routines are both essential components of effective classroom management plan and go along way with respect to developing an environment conducive to learning. Rules should cover several dimensions of behavior, including respect and coming to class prepared every day.

### **c. Relationship**

This is the important component of classroom management in developing caring relationships. When the students and the teacher have a good relationship, the students more readily accept the rules and the disciplinary actions that follow their violations. Without a good relationship, the process of teaching and learning can't run smoothly. The teachers can't convey the material and also the students can accepted the material from the teacher well. The interview script with students of OTP ( Otomatisasi dan Tatakelola Perkantoran) class and AKL (Akuntansi dan Keuangan Lembaga) class that can explain about how the students feeling. The students feel comfortable and they have a good relationship with their teacher.

According to McLeod, Fisher, and Hoover (2003) the idea of developing caring relationships is often the idea of developing caring relationships is often effective classroom managers develop caring, supportive relationship with students and parents and promote supportive relations among students.

According to Garret (2014) stated that relationships among the students in a classroom also have a strong impact on classroom management. It can be concluded the important teacher and students have good relationship. When the students and the teacher have a good relationship, the students more readily accept the material that the teacher conveys and the process teaching and learning run smoothly.

#### **d. Discipline**

The teacher tended to warn when there were students who did not pay attention to the teacher's instruction. The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students. The teacher rebuke the student because the students' not paying attention and they busy telling story behind the class. It also explained in extract minute 36:50 the teacher rebuke the students and ask the students what they doing and after that, the teacher continue again the presented material.

According to Larson's theory (1992) stated that when a student's disrupting the class, first try some attention moves closer to the student. According to Setyowati (2017:37) discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only Mean punishment, nor does it only Mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior. It can conclude to created discipline, the teacher tended to warn when there were students who did not pay attention to the teachers instruction.

The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students.

**e. Engaging and motivating instruction**

The component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. OTP (Otomatisasi dan Tatakelola Perkantoran) class, the teacher used picture to explain the material. This activity would be able to motivating the students to accept the lesson. AKL (Akuntansi dan Keuangan Lembaga) class, the teacher used book to teaching. The teacher shows chapter and the page of the book. After that, the teacher gives students exercise and task.

According to Savage and Savage (2010); Weinstein and Romano (2014) this Mean that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. The teacher used whiteboard when the teacher presented the materials and the teacher used pictures to stimulate the students understanding about the materials. After the teacher explained the materials, the teacher often gave a task for students.

**2. What are the problems faced by English teachers in applying classroom management in the class?**

The problem faced by English teachers in applying classroom management in the class, The situation of when the teacher presentation the material but in the back seat those students made noisy in classroom. The teacher takes an act, walk closer to those students for reminder the students. The teacher move closer to the students. The teacher tries to stop the students who disturbing learning process. According to teacher of AKL (Akuntansi dan Keuangan Lembaga) class, the obstacles is the boy usually not fast in responding especially the students who wayward and sometimes become provocateurs which hinder class management and according to the teacher of OTP (Otomatisasi dan Tatakelola Perkantoran) class the obstacle is the students make a fuss and so unruly. The other problem that teacher faced is the situation when the students not on time to come in the class. The teacher telling students who are come late to line up in front of the class and then the teacher give a penalty such as forbidden to sit before memorization the rote obligatory at each meeting. The situation when the students not prepare their homework well. This is the problem face when the teacher in the class. The students not prepare their homework. The process of teaching and learning in the classroom sometimes not run smoothly because the students not prepare. Such as homework or group work that is not finish on time. The case is the example that problem face the teacher in classroom. This is like a challenge for the teachers how to overcome that situation. The completion is the teacher giving the other task for students or students must finish them homework during the study time or the other completionis is the teachers continue the material suitable with program of teaching. According to Larson's theory (1992)

stated that when a students' is disrupting the class, first try some attention moves. Use direct eye contact or move closer to the students.

### **CONCLUSION AND SUGESSTION**

Based on the research findings and the discussions, there were several points that can be concluded as following description. There were five aspect of classroom management applied by English teachers at SMK Negeri 1 Gowa. The physical design of classroom consists of two components by English teacher of OTP (Otomatisasi dan Tatakelola Perkantoran) class. The teacher used two kinds of seating arrangement; orderly rows when the teacher presented the material use the picture and whiteboard and separate table when the teacher asked to the student to made small groups students. The teacher of AKL class used semi-circle or U-shape that has modified version called the double horseshoe that involves an inner and outer semi-circle. Based on the research of the five result found in managing class in SMK Negeri 1 Gowa, the setting of classroom that most effected in management classroom. Completeness of each class, room decoration, and seating arrangement, be the thing most of students given input for the school about that thing in the interview with researcher.

Based on the research findings and discussions, the problem face in classroom management that applied by English teachers at SMK Negeri 1 Gowa there were several things. The first is students noisy and disturb the process teaching and learning in the classroom, the second is students not on time come in the class, and the third is students not prepare their homework well. To solve the problem, the teachers gave a punishment and treatment for the students.

After analyzing the data and making conclusion, the researcher has some suggestions for both teachers and students. For the teacher, classroom management is the ultimate goal of teaching learning process. Teaching and learning process would provide communication between students in the classroom and the method of learning process was appropriate with the lesson plan. The most important was the teachers have to develop and improve their classroom management strategy. For the students, don't feel afraid of making mistake. They should practice and get used to discuss. With the limited time to study English in the class, students are recommended to study more at their home.

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