



An Analysis of Classroom Management and Manner Used by English Teacher at Seventh Grade of MTsN 3 Lima Puluh Kota

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ABSTRACT

Classroom management is multifaceted and is the concept of everything in the classroom. Classroom management is an action used by teachers to create an effective and good cooperation in interaction. Classroom management is also defined as the teacher's effort to form an effective environment for learning and teaching, while manner is the teacher ways treat their students in class.. This study focuses on classroom management and manner used by English teachers in seventh grade MTsN 3 Lima Puluh Kota. Therefore, this study is intended describe classroom management and manner used by teachers in teaching English. The researchers using descriptive qualitative with observation and interview as the instrument. Researchers examined two teachers who taught English in the seventh grade of MTsN 3 Lima Puluh Kota. Researchers describe the process of teachers managing classes and the manner of teachers in teaching. Researchers concluded that classroom management and teacher manner are quite good and use existing components in classroom management and manner, although there are some components that are not always implemented by teachers every time they teach in class.

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INTRODUCTION

The process of teaching and learning is a process of getting knowledge of the students from the teacher . Purpose of teaching and learning process is to make students get information and knowledge and also understand about the material taught by the teacher . Teacher as role models for the student must have a good teaching skills. In addition, there are important thing that needed in teaching and learning process that are English and learning process,that are classroom management and manner. As stated by Garret in Mudianingrum, one of the other important factor in student learning is classroom managements.

How the teacher managed the classroom give influence to the students. Classroom management is an important urgency in achieving an effective and efficient learning goal. If classroom management in an education system is good, it will create a conducive classroom atmosphere, and learning process will running effective and efficient.

Besides classroom management the other important thing in teaching and learning process is teachers' manner in teaching. Manner is teachers' attitude in teaching. Manner is how the teacher ways in treat their students and a style of the teacher when teaching in the classroom. Teacher manner is a part of a program professional teacher preparation. According to Riddell although the teachers are good in teaching, however well the teacher master their subject if the teacher do not treat their students with well, if the teacher do not treat the student with personal respect the teachers are not a good teacher. If the teacher do not treat their student with personal respect, so the teacher is not a good teacher. If the teacher not friendly with the student and patient with the student, the student will not respect the teacher. Thus, teacher must able to create a good and positive manner with students, then the students will respect the teacher. So, classroom management and manner are related each other.

Junior high school is the time for students to grow up in physically and psychologically. When this situation students still shy and afraid to open themself. Students still difficult in having cofidence, and expressing ideas, and afraid if they want to express their opinions. They still need the teacher to guide them to the right and best place. Teacher is more better if ask students and use a strategy to make students be brave and fear of ridicule. The classroom will be fun if they are supported by a good classroom management and good teaching manner.

In the relevant study, Nurhijjah, with aims to analyze the classroom management used by English teacher and also to find out what are the problems faced by English teacher and also to find out what are the problem faced by english teachers' in classroom management. The result of study showed, five components of classroom management were support good classrrom management in teaching english. Next Mudianingrum, with aims to anlayze and then describe classroom management that used by the teacher. the result of the study showed teachers applied the classroom management strategies from opening tothe closing teaching and learning proggres.

This research will be useful for researcher and the teacher , it will give improve to the teachers' way and understanding in developing a more effective classroom management and manner that appropriate with students and classroom situation. For researcher this research useful as a candidate of the teacher.

Based on the reason above the researcher formulates the questions of the research is "How English teacher manage the classroom at seventh grade of MTsN 3 Lima Puluh Kota?" and "How are English teachers manner in teaching English in the classroom?"

RESEARCH METHODE

This research designed by qualitative research. The research conducted at seventh grade of MTsN 3 Lima Puluh Kota. The researcher want to know and describe how the classroom management and manner of English teacher in teaching English. The researcher collected the data used observation checklist and did interview. Observation is a way to get information by observing people and place in research site or location. The researcher did observation in the classroom to know the classroom management and manner did by the teacher.

Then researcher did interview to make sure the data is valid. The researcher used unstructured interview. Based on the respondent's responses, the interviewer may delve deeper into some topics or provide more questions to get clarification. Semi-structured interviews come in use when a number of respondents or interviewees need to provide in-depth information in a methodical manner. The new question in this type of interview may vary depending on the circumstances and interview process. If the interviewer learns new information from the question list, it is feasible to add additional questions from the list during an unstructured interview.

RESULT AND DISCUSSION

Observation had been done for one week in order to find out how the English teachers classroom management and manner. The observation checklist divided into five categories, which are physical design of the classroom, rules and routines, relationship, engaging motivation and instruction, and then discipline. While manner have six components which are friendliness, wit, truthfulness, mildness, justice, and practical wisdom. The result of this research is the classroom management and manner by english teacher is good enough. Teacher in teaching english use the components of classroom management and manner in teaching english event though there are several components do not use by the teachers in teaching english such as ice breaking, and taking attendance in every meeting.

Below is the result of observation checklist :

Table 1.
Classroom Management

No	Statement	Observation 1				Observation 2			
		T. A		T.B		T.A		T.B	
		Y	N	Y	N	Y	N	Y	N
Classroom Management									
1.	Physical design	✓		✓		✓		✓	

2.	Rules and routine	✓			✓		✓	
3.	Relationship	✓		✓		✓		✓
4.	Enggaging motivation and instruction	✓		✓		✓		✓

Table 2.
Manner

No	Statement	Observation 1				Observation 2			
		T. A		T.B		T.A		T.B	
		Y	N	Y	N	Y	N	Y	N
Manner									
1.	Friendliness	✓		✓		✓		✓	
2.	Wit	✓			✓		✓		✓
3.	Truthfulness	✓		✓		✓		✓	
4.	Mildness	✓		✓		✓		✓	
5.	Justice	✓		✓		✓		✓	
6.	Practical Wisdom	✓		✓		✓		✓	
5.	Discipline	✓		✓		✓		✓	

Based on the table of observation checklist , the researcher found that the components of classroom management and manner already used by the teacher, but there are some components that did not applied by the teacher. In classroom management the teachers did not applied the components of rules and routine at second observation. The components of rules and routine is taking attendance of the students. Then in the components of manner teacher A did not applied the components of wit , teacher A do ice breaking on the learning proggres, teacher A just use ice breaking on the first observation. But teacher B did not do ice breaking in the learning

process. Even though teacher did not use all of the components of classroom management and manner in teaching english, the classroom management and manner used by english teachers at seventh grade of MTsN 3 Lima Puluh Kota is good enough and well managed.

From the findings above, it shows that classroom management used by English teachers in teaching English at MTsN 3 Lima Puluh Kota. The classrom management divided into five. There was physical design of the classroom, rules and routine, relationship between teacher and students and students with their friends, engaging motivation and instruction such as give and appreciation to the students who have participation in learning process and also give interesting material to the students for students' interest in learning English. The last is discipline in the class. Then, the components of teacher's manner is friendliness, wit, truthfullness, mildness, justice, practical wisdom. Below is the explanation from the each components:

English Teacher Classroom Management in Teaching English

Classroom management from Garret consists of multiple parts. Physical design, rules and routine , relationship , engaging motivation and instruction, and discipline are the last.

a) Physical Design of the Classroom

The physical design refers to the design of the classroom, the seating arrangement, the comfortable of the classroom, the desk place, classroom environmental. Based on the findings about the physical design of the classroom teacher A and B have different seating arrangement in teaching and learning process. Based on the observation and interview result, teacher A in the seventh grade use pair pods, while teacher B use orderly rows seating arrangement. Teacher A and B said the strategy used was place the students who usually make a noise in the front.

b) Rules and routine

The second component of classroom management is the implement of rules and routine. Such as teacher greet the students, check the students attendance, give material. In the classroom teacher A greet students and also aks their condition and ask the attendance list. After that teacher A gave the material about preposition and gave the task to the students about the material and also checked the students work. Teacher A in teaching talks out loud, so the students can hear the teacher clearly. On the observation of teacher B, teacher B check the attendance of the students. Then the teacher B explain the material about nominal sentence. The teacher B used the positive language, and clear directions. After the teacher explained the material the teacher gave task to the students and then checked and corrected it, also explain what are the erros r their fault.

c) Relationship

The third component from the classroom management is relationship. Relationship refers to the relationship between teacher and students. How the teachers' ways in create a relation with students. On the observation teacher A and teacher B moves around to the tables of students to check the students understanding in the material. Teacher A and teacher B also friendly and use positive attitude, teacher start the class with greeting and ask the students conditions . Teacher A and B always gave feedback in the teaching and learning process, when the students do not understand about the material the teacher explain and give feedback to the students question. Teacher A and teacher B also used effective communication skill in teaching and learning.

d) Engaging Motivation and Instruction

This component is the teacher ways to make students enthusiastic in learning, teacher ways to give praise and motivation to the students to increase students motivation and students' interest in learning. First, based on observation, teacher A and teacher B give praise to the students who active in the learning process, teacher A and teacher B gave praise to the students with "Okeeyy", "Good",. Secondly, the teachers asked the students to be brave to answered teacher question. In the point of instruction, teacher A and B gave instruction in the beginning of the learning process with asked students to prepare the class and pray. Students also gave opportunities from the teacher to interact between students and their friends to discuss the material that explain by the teachers.

e) Discipline

The last aspect or component of classroom management is discipline, which includes how teachers treat their students and how they handle misbehavior from the students. Teacher A and Teacher B warned the student who was not paying attention to their instructions and explanations. When a student made noise, Teacher A would typically visit their table. Following that, teacher B typically asks questions of the pupils who didn't pay attention to her. The teachers explain this in the interview section.

English Teacher's Manner in Teaching English

Richardson and Fallona said there are many form of manner according to several expert. First is Darlene, she divided forms of manner into six :

a) Friendliness

Friendliness means teachers show their respect to the students. Such as the teacher showing care and respect to the students, and teacher listening students carefully and waiting to students response. Based on observation and interview teacher A and B show their respect with ask about students conditions and ask about students worship. From the interview section teacher A said, she shows respect to

the students with give motivation to the students who have a problem while teacher B show their respect with pay attention to student who do not focus when learning, then the teacher will ask the students, if they are have problem and give the solutions.

b) Wit

Wit means teacher have fun with students. Have fun means, teacher give ice breaking before lesson, and sometimes make funny things in the learning process. Wit use to make students do not bored in the teaching and learning process. From the observation teacher A gave ice breaking before the lesson begin, teacher A gave ice breaking about continued vocabulary the students divided into two groups, then the students asked to continue the vocabulary that the teacher wrote on the whithe board and then who had many vocabularies so they are the winner. While the tacher B did not gave ice breaking teacher B just asked about the material on the last meeting . On interview teacher B said she give ice breaking with ask opinion from the students and it is follow by funny things on the leaning process.

c) Truthfulness

The third component of manner is truthfulness which includes about teachers ways in prioritize the truth and honesty. Teacher A in implementing honesty and the truth with asked about the students' pray. When the observation teacher asked about pray shubuh , so the students must answer the teacher's question honestly. Then from interview, teacher A said to students, even if you are lie, Allah will know, and also teacher A stated that children who are still in grade VII, are still honest and innocent. While teacher B Instilling honesty in students by not cheating and doing their own assignments. Teacher B used the strategy of numbering in their exercise book, so that students competed to be first, it would minimize the chance of cheating.

d) Mildness

The fourth component of manner is mildness, mildness means how the teacher ways to keep their emotion, do not judge the students in bad ways. On the observation the teacher was came to the tables' of students to give warn if they are make a noise . Then teacher A said when there are something made she was angry, she just silent and looked at them one by one and they immediately shut up and knew if teacher A was angry. Then teacher A straightens out what caused teacher A to get angry and advises them. While Teacher B remains calm if something makes him angry, on the first observation there the ball gone into the classroom and teacher B still managed his emotions well. Furthermore, the interview results of teacher B said he would advise well. If it cannot be completed in the classroom, it will be taken to the BK room

e) Justice

Justice means teacher be fair in developing norm and rules to each students. Then teacher do not discriminate the students. Based on the observation and interview developing justice by teacher A in teaching and learning is indispensable. Teacher A said that if anyone makes a mistake and broke the rules, teacher A will give punishment, by not distinguishing fellow students. Teacher B said, justice make students discipline and teacher do not difficult to organize students. By being fair to the application of norms and regulations, students will feel equal and not differentiated. If something wrong is done by the students, the teacher will give consequences in accordance with applicable regulations and norms.

f) Practical Wisdom

Practical wisdom includes the teacher are wise in determining what to do in the class. Then the teacher wisely acts on his students if there is a commotion in the classroom. Teacher A practical wisdom with taking appropriate ways and according to procedures. Teacher A will call the student who fighting and it is well resolved. So it can give a chary effect to them. While teacher B if something like a fight or anything else happened, she would advise well. If it cannot be completed in class, it will be taken to the BK room, and completed according to applicable regulations

CONCLUSION

Based on the result of this study, the result of classroom management and manner used by English teacher at seventh grade of MTsN 3 Lima Puluh Kota, as follows:

Clsroom management was divided into five components they are physical design, rules and routine, relationship, engaging motivation and instruction and the last is discipline. The components were support the classroom management in teaching english. The classroom management of English teacher at seventh grade of MTsN 3 Lima Puluh Kota is good enough and the classroom is well managed by the english teacher. From the first to the last activities, the teachers employed classroom management strategies. They also arranged the seats for the teaching and learning process. The teachers provided motivation and instruction, as well as a clear explanation of the material. They also adopted a positive attitude and developed strong relationships with their students. But the component of rules and routine in taking attendance of the students was did not apply by the teacher in every meetings. Next the manner of the teacher, the components of manner by Darlene divides into six components, they are friendliness, wit, truthfulness, mildness, justice and the last practical wisdom. The teacher also well done in the application of manner in teaching, the teachers are friendly to the students and give their respect, give ice breaking,

prioritize the truth and keep their emotion when teaching, then justice in developing norm and rules, then wisely act to the students about what happen in the classroom.

So the conclusion based on the observation and interview result , the classroom management and manner used by english teacher at seventh grade of MTsN 3 Lima Puluh Kota is good enough and well managed . Then the resercher concluded teacher A applied more effective the components of classroom management and manner while teacher B in components of manner especially in wit, teacher B did not give ice breaking on the learning process, she just asked the students about the last materials. So, the classroom management and manner applied by teacher A more effective than teacher B.

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