

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is explaining aspects that the analysis of the classroom management: Definition of classroom management, The areas of responsibility of classroom management. The effective classroom management. The implementation of discipline, Teaching strategy of classroom management, Facilities in the classroom management and Previous study.

A. Definition of Classroom Management.

Definition of Class Management is Class management consists of two words, namely management and class. Management comes from the English word, namely management. Management is a series of efforts to achieve the goals that have been set by utilizing other people, while what is meant by the class is a group of people who carry out learning activities together in accordance with the goals that have been set, in the class, the teacher acts as the main manager in planning, organizing, actualize, and carry out supervision or class supervision. While the class in the perspective of education can be understood as a group of students who are at the same time, and come from the same teacher. In this sense, there are three important things related to class. First, it is not called class if syllabus students get the same subject matter and teacher, but do it at different times. Second, it is not called a class if students study different subject matter. Third, it is not called a class if students get subject matter from different teachers. lassroom management is everything that is directed at realizing an

effective teaching and learning atmosphere that is enjoyable and can motivate students to learn well according to their abilities or it can be said that classroom management is a conscious effort to organize teaching and learning activities systematically, create a climate of learning atmosphere, conscious efforts that lead to learning preparation, preparation of facilities and teaching aids, setting up learning spaces, realizing situations or conditions in the teaching and learning process and setting the time so that learning will run well.

Based on the above understanding, classroom management is a teacher's skill to create a conducive learning climate and control it if there is a disturbance in learning, Priansa (2014:23). After understanding and discuss about the meaning of management and class, below is the definition of class management, including: According to Cooper, J.M. (2011). In his book *Classroom Teaching Skills* there are five definitions, namely:

1. Classroom management is a form of teacher activity setting to create and maintain an orderly and conducive classroom atmosphere.
2. Classroom management is a series of activities that maximize student freedom while in class.
3. Classroom management is a set of teacher activities to develop desirable student behavior and reduce or eliminate undesirable behavior in order to create a conducive classroom climate.
4. Classroom management is a set of teacher activities to develop good interpersonal relationships with students and a positive classroom socio-emotional climate.

5. Classroom management is a set of activities to foster and maintain an effective and structured classroom organization.

Classroom management is various types of activities deliberately carried out by teachers to create and maintain optimal conditions for the teaching and learning process to occur.

The classroom management is a conscious effort to organize so that the teaching and learning process can run systematically. This conscious effort leads to the preparation of teaching materials, preparation of facilities and teaching aids, arranging the learning space, realizing the situation and conditions of the teaching and learning process, and managing time, so that the teaching and learning process runs well and the curriculum objectives can be achieved.

So that conclusion classroom management is a planned and continuous activity to create a classroom atmosphere that allows students to learn easily, safely and calmly. Classroom management can be interpreted as the teacher's ability to utilize the potential of the class in the form of providing the widest possible opportunities for each individual to carry out creative and directed activities, so that the learning process can run well. thus allowing for efficient and effective learning interactions.

B. The Areas of Responsibility in Classroom Management.

An important as teacher who is responsible for classroom management, students can also play an important role. Students directly inform the structure and atmosphere of learning as part of the classroom community. Teachers and students can create a culture of good learning, accountability and inclusivity.

An effective learning environment will grow with strong teacher instruction and role and teacher responsibility for students.

According to Cini (2017), there are seven areas of teacher responsibility in classroom management: Classroom Design, Rules, Discipline, Scheduling, Organization, Instructional Techniques, and Communication.

Although each area of responsibility as envisioned by Cini (2017). Is important in relation to reinforcing and scaffolding other classroom management strategies. In additions there are three most importans, as follows : Discipline, Organization, and Communication. There are several other elements of classroom management procedures and techniques that will teach coherently or fall into place when these main key elements are effectively met and fulfilled. It would be very beneficial if a new teacher or a senior teacher who is still facing difficulties in his/her classroom, because there is a lack of discipline in applying classroom management techniques and the results will be very unsatisfactory.

- 1) Discipline: Discipline is the expected student behavior during learning engagements in classes.

There is no description and explanation in the form of discipline from the teacher to students. optimization of behavior by students what is expected from the teacher, then there will be no meaningful learning and even running effectively. Developing class rules with collaborative input from the teacher, students can frame and prioritize the expected class rules. With expected student behaviors highlighted as the top priority and

elaborated with behavioral phrases such as: showing respect to teachers and peers, not talking during class, raising hands to be given the opportunity to speak, asking permission to get up from seat, asking permission to move around in the classroom or go to the toilet, arriving on time for lessons, not engaging in noisy conversations with peers during lessons, and so on.

- 2) Organization: Highly organized individuals are always a boon for any organization.

The successful and effective teachers are highly organized and updated in all aspects of their work system. By being well organized, teachers act as role models for their students, setting an example in school activities, teaching ethics, teaching organizational skills inside and outside the classroom, teaching students life skills to be successful even after graduating from school and university. Organized teachers understand the importance of order in the classroom for an enjoyable teaching and learning experience to foster and advance students' personal mindset.

An orderly classroom is one where the conditions in the classroom are conducive, especially for the students where there is adherence to the rules that have been established and students who can mimic to organize themselves or with the materials they need in a particular learning moment with the condition coming from the role of their highly organized teacher. They have learned the importance of meeting assignment and assessment deadlines, being effectively organized in their classwork or homework, preparing stationery or textbooks or laptops for

ongoing learning engagements etc. The teacher's role can help students to become organized.

The teacher's role can help students to be organized by giving them extra space in the school, e.g. cupboards, general storage in the classroom to store stationery, textbooks, etc., in case students forget to bring them from home, and so on. Teachers can instill in students the habit of being well-prepared before learning activities take place with the aim of participating optimally in the classroom.

3) Communication: Communication is the third crucial element for effective classroom management.

The last aspect is the form of Communication, it is very important to have an open communication correlation between teachers, students and their parents. Effective teachers will go out of their way to communicate with their students in a kind and polite manner, even after school in matters that are personal, and not necessarily related to their subjects. Through effective communication, teachers can show empathy and sympathy to their students and instill in them that their well-being and awareness of their (students') interests is of utmost importance and is central to all learning during class. Effective instruction can be given to students through effective communication.

The effective forms of communication will go a long way in teaching students how to learn in a way that is relevant, meaningful and memorable. Communication in the form of feedback and praise helps students to stay on track with the directions the teacher gives. Feedback

in the form of verbal exchanges, report cards, comments and guidance from teachers are always looked forward to after the final assessment, evaluation exam or test for students and not to forget the role of their parents.

So, the teachers must be master good of communication methods to encourage students' areas of strength so that they do not become complacent and continue to develop them, or comment positively on students' weaknesses to encourage them to change in the future and to evaluate their strengths.

C. The Effective Classroom Management.

The Effective Classroom Management Garret (2014:3) stated that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

1) Physical design of the classroom.

The classroom environment has been shown to change and influence behavior among students. Classroom design allows several activities to take place and for teachers who do not pay attention to arranging an attractive classroom design it can potentially lead to uncomfortable and less effective learning activities. It is important for teachers to consider the effect their classroom arrangement has on their students. The classroom environment sends symbolic messages to those who enter or are in the classroom.

Sometimes, these symbolic messages are not properly conveyed to students. The environment should reflect the beliefs and values of the teacher. Therefore, it is very important for teachers to see what messages their classroom design strategies are sending. The physical design lies in how the classroom is neatly arranged, where the students' desks are properly located, where the teachers' desks are properly located, where the learning centers and resource materials are located, where the frequently used items such as the facilities provided by the school and so on.

2) Rules and routines.

The classroom rules are generally about the overall behavior of the students, while routines are much more specific to certain tasks assigned by the teacher, the teacher's relationship with the students to provide direction on how these tasks should be completed, and the teacher's attempts to discourage certain types of behavior. Both are important components of an effective classroom management plan and are helpful in developing an environment conducive to learning. In addition to rules, routines are also important for the overall smooth running of the classroom. Routines show students how to carry out common tasks in an efficient and organized manner. Without routines in place, tasks that should be completed smoothly throughout the day will take more time to complete, reducing the amount of time available for instruction. .

3) Relationships.

The idea of developing caring teacher-student relationships is often overlooked in discussions of classroom management. The effective classroom management develops caring and supportive relationships with students and teachers to encourage mutually supportive relationships among students. The relationship between classroom management and learning effectiveness is important in an educational context. A good relationship between classroom management and learning activities can improve student learning effectiveness. A few points can be made to explain how the relationship between the two can improve learning effectiveness, As follows :

1. Creating a Positive Learning Environment.

Good classroom management creates a positive and supportive learning environment. Students feel comfortable, safe and motivated to learn when the classroom environment is well organized and disciplined.

2. Encourages Active Participation.

By implementing classroom management strategies that actively involve students in the learning process, teachers can increase student participation. This active participation can help students be more engaged in learning and understand the subject matter better.

3. Facilitating Collaboration and Interaction.

Good classroom management also includes facilitating collaboration and interaction between educators and students. By

encouraging cooperation and discussion between students, teachers can create a dynamic learning environment and allow students to learn from each other.

4. Maintaining Focus and Discipline.

Effective classroom management helps maintain student focus and discipline during the learning process. By setting clear and consistent rules, teachers can create a learning environment that is structured and supports student concentration.

By understanding and implementing the positive relationship between classroom management and learning activities, teachers can create an effective learning environment that supports optimal student development.

4) Engaging and motivating instruction.

The fourth is a 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.

This means 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 (Savage & Savage, 2010; Weinstein & Romano, 2014). On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. The effective

managers can develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

D. The Implementation of Discipline.

The school is one of the alternatives to implement character education. After the home as the main character building role of parents. Schools also help teach good habits and develop good behavior or character. This situation will help parents who have not been able to apply character education to their children at home. Discipline needs to be implemented in schools through school rules that are applied by all school members and in the future. This character can be embedded in each individual. School discipline is a unity that cannot be separated from one another as rules that apply in schools so that they can run effectively and efficiently. (Bell, 2020; Cho et al., 2020).

The Rules in schools need to be applied in the teaching and learning process. The rules can help learning activities, create a sense of fun, and improve social relationships. Discipline and responsibility are very important and needed by every student to develop attitudes, behaviors, and rules of life that will lead a student to succeed in learning (Akbar, 2010; Pierce et al., 2021). The implementation of discipline itself must go through rules because discipline is an action that shows orderly and obedient behavior to various provisions and regulations. Therefore, the rules in an institution must be agreed upon (Cattelino et al., 2019; Dontcheva-Navratilova, 2021; Neshat et al., 2011).

The discipline is a form of action required by a teacher against a student (or group of students), after the student's behavior disrupts ongoing educational activities or violates that is where the form of regulation is enforced to the maximum. The rules are enforced according to what has been determined and made by the teacher, school administration, or in the realm outside the school, namely the general public beforehand.

Discipline, guiding a child's behavior, or setting boundaries, all have to do with helping children learn how to take care of themselves, others, and the world around them. Discipline revolves around teacher actions that focus on preventing and addressing student misbehavior. School discipline involves various aspects, such as managing student behavior, enforcing school rules, and fostering morals and ethics. Teachers and school staff are responsible for creating a safe, supportive and disciplined environment where students can learn well.

Discipline does not only mean punishment, nor does it only mean the actions teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior from occurring. In addition, the discussion of discipline also involves collaboration between schools, parents and communities in supporting students' character building. With a holistic and collaborative approach, schools can create a positive discipline culture and build students who are responsible, independent and have good moral values.

Thus, the discussion of discipline in the school realm is an integral part of education that aims to form a quality generation that is ready to face future challenges.

E. Teaching Strategy of Classroom Management.

The classroom management is a very important aspect of teaching these writers collect data within the strategy of the management class that teaching is a pleasure and the students will be enthusiastic in learning. According to Burden (2010:75) this data is designed to give you a few tips that will help the author with class management strategies.

1) Get set up.

The teachers must make all preparations when teachers want to teach, things that need to be prepared are learning materials and lesson plans that will be delivered. In addition, teachers must also plan and develop daily schedules and lesson plans that are in line with the provisions provided by the school.

These plans should be universal to the needs and learning styles of each student in the class, in other words, students who learn visually should be given lessons and activities that suit their learning style, high achievers should have additional tasks that they can complete independently and so on. This involves steps to create a conducive learning environment, organize learning materials, and prepare yourself as a teacher to manage the class effectively. In the realm of “getting set up” steps in classroom management strategies include: Developing a clear and structured lesson plan. Providing necessary learning materials,

such as textbooks, stationery, and other lesson materials, Arranging the classroom layout that allows interaction and collaboration between students, Setting clear classroom rules and behavioral expectations to students and Ensuring that technology or other equipment needed for learning is functioning properly.

When teachers prepare to teach in the school classroom, students will have an enjoyable and productive day of learning each day. By doing thorough preparation and good classroom organization before learning activities begin, teachers can create a structured, supportive and effective learning environment to facilitate optimal learning for students.

2) Make the room attractive.

The teachers should put a lot of effort into having or organizing an attractive and conducive layout that students can appreciate and enjoy as well as creating a clean and comfortable room for them to learn. For example, in teaching using slides, pictures or games, make a schedule for the class and the teacher should implement the schedule in specific teaching. Others involve classroom organization, decoration, and the use of visual resources that can increase students' interest and motivation in the learning process. Examples of the application of “Make the room attractive” in classroom management may include:

1. Arranging students' desks and chairs in an organized and comfortable manner to facilitate interaction and collaboration.

2. Decorating the classroom walls with posters, pictures or inspirational quotes relevant to the subject matter to enrich the learning environment.
3. Providing visual resources such as world maps, graphs or diagrams that can help students understand the lesson concepts better.
4. Provide spaces for creativity, such as reading corners or creative stations, that can encourage independent exploration and learning

In the form of the teacher's efforts to organize an attractive classroom to the maximum can produce students to be more creative, innovative and make them happy with the lessons delivered by the teacher. By creating an attractive and comfortable classroom, teachers can help create a positive learning atmosphere and motivate students to be actively involved and comfortable in the learning process, especially English language learning.

3) Set classroom rules.

Rule in class is very necessary because as control and guide in teaching. So that in teaching can be a maximum and conducive school classrooms; as well as teachers involve students in designing the rules and those who will be running it so as to allow students to work discipline in running the rules. After the rules is made, and then make it as responsibility, all students who violate or not to see that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow

the rules as well as motivate students who are not successful enough to earn the reward at a later date.

4) Be enthusiastic about the lessons.

When the teacher gives the lesson have earned more interactive with the students and engage them to participate and can understand. Develop methods that teacher create and encourage all students to participate in the lessons and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately, make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms.

Please remember to give students sufficient wait time for answering questions because the students are all different and some need more time than others. The process never wanted to shut the students remain the answers always flows and continue to encourage and bring out the best in them.

5) Be fair with the students.

As a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. They will all love and appreciate teacher for this attitude of being fair to all students.

6) Keep students of records.

When kids do their jobs, then their work should be assessed and recorded in grade book. It provides its own entry for the students, as well as provides gifts and good judgment to students if they can behave well in class. It also lets the kids know that the teacher has a specific meaning and they should live it well, because it aims for them salve and explore by helping them to understand the concepts being taught.

As a given task can be rated as a class assignment by students under the guidance of a teacher. Corrects the task is a tool to learn basic and students will learn as they go through the answers and read or hear comments made by other students and teachers.

F. Facilities In The Classroom Management.

The management of school facilities and infrastructure is a fundamental aspect of education administration studies, involving the responsibilities of school principals as administrators. This area of educational administration focuses on providing professional services related to facilities and infrastructure for school personnel. Effective management is crucial for improving the efficiency and effectiveness of school staff (Sartipa, 2021). Educational facilities and infrastructure play a vital role in education and are integral to the national education standards. Institutions prioritize meeting these standards to enhance the quality of the learning process. Additionally, the quality and completeness of educational facilities and infrastructure are key factors that attract potential students Barnawi & Arifin (2012).

The existence of adequate facilities, school personnel are able to provide a good contribution effect on students and the school itself, adequate facilities will determine whether or not the school achieves compliance with predetermined national standards, so that with these facilities the school is able to educate students with comfort in learning activities and good standards for schools, another effect of schools that have national standards can also be as a reference for other schools, with the aim of educating students as well as possible.

G. Previous Study

The researcher found three previous studies that are related from classroom management, and teaching English. The first previous study is from Evajustika Gultom (2016). University of Padang. Indonesia. has conducted research on the role of classroom management in creating an effective English learning. The purpose of the research is to determine classroom management that is done by a teacher. Classroom management is the ability of a teacher to organize, nurture, and manage the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. The methodology use in this research is literature methods in role classroom management. The results showed ability of a teacher to organize, nurture, and manage the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. The objective of classroom management is to provide facilities for a variety of learning activities of students in the social, emotional, and intellectual in the classroom.

The second previous study from article of Katharina Sieberer (2016). Canadian Center of Science and Education, Canada, has conducted research on the Effective Classroom-Management & Positive Teaching. The purpose of the research is to Aspects of positive teaching and learning explored. Innovative methods for transforming common classroom management struggles into opportunities for positive change and for changing negative behaviors into positive interactions are explained. The methods from researcher uses quantitative methods those are questionnaire for the teacher and also the same question protocol of the teacher. The results showed perspective of the teacher is often different from the point of view of the director. From the external and self-analysis teachers see that often deviations are present. Bad teachers often have a better self-image about their teaching competences and see themselves as very good teachers.

The third previous study from journal of Nur Andariyani and Diani Nurhajati (2016). Universitas Nusantara, Kediri, Indonesia, has conducted research on the implementation of teaching English based on curriculum. The purpose of the research implement the teaching English based on 2013 curriculum, in terms of developing materials, the steps of teaching, and classroom management. The result from researcher is the teacher's developed materials and managed the classroom well. The teacher adapted and matched the materials on the textbook with his students' needs and ability. Then because of his discipline of time which dealing with time of attending the class, managing the allocation time during teaching and learning process, and supported by his way in order to communicate with

his students that using loud, clear and low speed voice and also using body language to help the students understand the meaning, he was success to manage and make the teaching and learning process run well.