

**ARTICLE**

**A STUDY ON CLASSROOM MANAGEMENT USED BY THE  
TEACHER IN TEACHING GRAMMAR AT SMART ILC  
(INTERNATIONAL LANGUAGE COLLEGE) PARE-KEDIRI**



**Oleh:**

**MILLATUL HAMIDAH**

**13.1.01.08.0149**

**Dibimbing Oleh:**

- 1. Drs. Agung Wicaksono, M.Pd**
- 2. Suhartono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2017**

## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

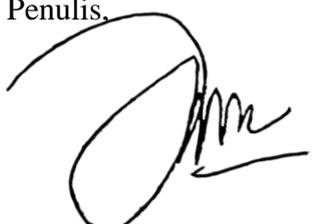
**Yang bertanda tangan di bawah ini:**

Nama Lengkap : Millatul Hamidah  
NPM : 13.1.01.08.0149  
Telepon/HP : 085851399580  
Alamat Surel (Email) : [midamasivers@gmail.com](mailto:midamasivers@gmail.com)  
Judul Artikel : A Study on Classroom Management Used by The Teacher in Teaching Grammar at SMART ILC (International Language College) Pare-Kediri  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
Alamat Perguruan Tinggi : Jln. Kh. Achmad Dahlan No.76 Kediri

Dengan ini menyatakan bahwa :

- a. artikel yang saya tulid merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- b. artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 1 Juli 2017
 Drs. Agung Wicaksono, M.Pd. NIDN. 0711076802	 Suhartono, M.Pd NIDN : 0714026901	 Penulis. Millatul Hamidah NPM : 13,0.01.08.0149

# A STUDY ON CLASSROOM MANAGEMENT USED BY THE TEACHER IN TEACHING GRAMMAR AT SMART ILC (INTERNATIONAL LANGUAGE COLLEGE) PARE-KEDIRI

MILLATUL HAMIDAH

13.1.01.08.0149

FKIP-English Education Department

[midamasivers@gmail.com](mailto:midamasivers@gmail.com)

Drs. Agung Wicaksono, M.Pd<sup>1</sup> and Suhartono, M.Pd.<sup>2</sup>

UNIVERSITY OF NUSANTARA PGRI KEDIRI

## ABSTRACT

Classroom management means the teacher attempts to create conducive condition that make students are motivated to follow learning activities as expected. This research aims to describe about the kind of classroom management strategy used and classroom management application in teaching grammar exactly at Smart ILC Pare-Kediri. This research used qualitative approach. The researcher did observation to a grammar teacher in SMART ILC and interview to gain the data. The technique of data analysis used here is data analysis from Miles and Huberman (data reduction, data display and making conclusion and verification. This research describes classroom management strategies and the application in teaching grammar. So, after doing the research, the researcher found that the teacher did all strategies of classroom management except management at school level. The teacher managed the classroom by using procedures, consequences, kinship, teacher- student relationship, and teaching preparation. Finally, classroom managements still need improvement time by time to make student's learning increased.

**Keyword:** classroom management

## I. BACKGROUND OF THE RESEARCH

Education will always need innovations to improve learning quality to improve students' ability. Those matters involve teachers who has important role to solve the problem in education. "While aspiring teachers can increase their knowledge and develop their skills, their interpersonal character, in addition in their spiritual beliefs, are likely to remain the same" (Cantor in Mansor,

Eng, Rasul, Hamzah & Hamid, 2012:1). It can be built by a classroom management.

Grammar is one of language component in English language and it is also important aspect in learning a foreign language. Teaching grammar has always been a difficult task for English teachers. While students have a bad perception on grammar subject that grammar is really difficult to

learn. So that, Al-Mekhlaifi & Nagaratnam (2011:1) stated “many teachers have tried to make grammar teaching a non-threatening, imaginative and useful activity within the English curriculum”.

Based on the problem above, the researcher took example from classroom management in SMART ILC (International Language College) in teaching grammar. SMART ILC (International Language College) is a language learning institution that has program designed and propped up by intstructors experienced and have commitment in their field.

This research focuses on the way teacher’s classroom management in teaching grammar. There are many classroom management that can be used in classroom. So, this research is intended to identify the kind of classroom management strategy and the procedure of classroom management in grammar teaching at Smart ILC Pare-Kediri.

Brown (2000:7) defines teaching itself as showing or helping someone to learn how to do something. Giving instructions, guiding in the study of something, providing with knowledge, causing to

know or understand. Thus, teaching is the activity that enables the learners to acquire any knowledge, guided by teacher through learning process. A teacher is somebody who facilitate the process of transferring knowledge from learning source to students. Thus, they should have academic qualification and competence.

According to Larsen in Celce (1991:280) teaching grammar means enabling language students to use linguistic form accurately, meaningful and appropriately. Therefore, teachers have to be able to find the appropriate ways to teach grammar whether it is from the strategies, techniques or any other ways.

According to Nunan (2003:158-160), there are three Principles for teaching grammar, those are: (1) Integrate both inductive and deductive methods into your teaching; (2) Use tasks that make clear the relationship between grammatical form and communicative function.;(3) Focus on the development of procedural rather than declarative knowledge.

Garrett (2000:2) stated Classroom management is a multi-faced concept that includes the

organization of the physical environment the establishment of rules and routines, the development of effective relationship, and the prevention of and response to misbehaviour. So, the teacher or educator do classroom management efforts to raise optimal condition till make students' studying motivation grow and gain learning activity expected.

“There are always imperfect institutions, imperfect people, and imperfect circumstances for you to deal with” Brown (2000:196) said. It is true if those factors happen in our teaching learning process. So, the teachers are challenged to overcome those factors to make our teaching learning process runs smoothly. Therefore Marzano (2005:1) mentioned seven research-based elements of effective classroom management, such as: rules and procedures, discipline and consequences, teacher-student relationships, mental set, student responsibility, getting off to a good start, and management at the school level.

## II. METHOD OF THE RESEARCH

Research design is an aspect which very important and has big influence to the success of a research, especially to collect the data. Because data gained in this research, the description from object analyzed.

Research itself is an effort to find, develop and examine of knowledge by using scientific methods. The researcher used qualitative approach in this research. According to Ary (2010:29) Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. It means the data collected is not in numbers but it is from interview text, field note, private documents memos and the other formal documents. The type of this research was case study research. Donald A. (2010:29) says A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program.

The researcher wanted to know the classroom management applied in teaching grammar to students and a grammar teacher at SMART ILC became the subject of this research.

In this research, the researcher used observation and interview. The

observation will be changing observational research. The researcher would observe teacher, student's note book, and teaching learning process. In the observation, the researcher uses tool from Sandy Washburn (2010).

In this research, the researcher would use one-on-one interviews. The researcher asked questions to and records answers from only one participant in the study at a time. The researcher just asked the important point of the problem. The informant of this interview would be the teacher who teaches grammar.

Analyzing the data is an effort done by the researcher to process the data become information. The design used by the writer was descriptive qualitative research, so the technique analyzing the qualitative data based on Milles and Huberman in Sugiyono (2014:337), such as: Data reduction, Data display and Making conclusion and verification.

### III. FINDINGS AND DISCUSSION

English course which used as research place is SMART ILC (International Language College) that located in a famous place that is "english village" exactly in Pare District Kediri Regency.

In doing observation, the researcher observed some points according to the observation tool to get the data, they are: classroom structure, classroom expectations, instruction, interactions, managing behaviour, responding rule violations, relationships, responsibility. While in the interview, the researcher asked to the grammar teacher about his way how to manage the classroom. The important thing students can understand the material well is good.

The teacher has teaching style and learning strategy agree with their creativity, especially in classroom management. In researcher's view, the teacher in SMART ILC uses some strategies and applies in his classroom management such as: (1) Procedures that called as Forum Contract. It included materiel, references, schedule, academic calendar, assessment, and rules; (2) Consequences that close with discipline. Discipline is an effort to maintain students' behaviour to not diverge and motivate students to behave that appropriate with norms and rules; (3) Kinship that has been created to start before learning process begin from the interaction, know each other or making good deal between teacher and students for

instance introduction day, out oral name activity and seat arrangement like boy-girl-boy-girl style or round style; (4) Teacher-student relationship is created to get conducive situation and condition in learning process and establishing positive interaction. For example: The teacher memorized his students' name well, good environment in teaching learning process, which is relax but serious classroom; (5) Teaching preparation was found that there is no lesson plan and module in their teaching preparation. Whereas Amininik in Neisari and Heidari (2014:2) believe that Lesson plan preparation by faculty members is one of the appropriate ways for promotion of education quality; it can help the lecturers in teaching as guidance. According to the interview, syllabus are available but lesson can be made if it is needed for something (6) Teaching Learning process uses full handwriting and coloured markers. The material given is complete, detail and compact. Saodoski & Paivio in Lee (2008:2) says that coding dually (visually and linguistically) helps them understand a text more easily than cooing only linguistically. It makes students not bored to see the material because their notes are full colour.

Based on the data analysis and discussion explained in the previous chapter, thus the researcher concluded that the teacher uses rules and procedures, discipline and consequences, teacher-student relationships, mental set, student responsibility and getting off to a good start strategy. Then, these are the procedure of the teacher apply the classroom management strategies are:

- a. The forum contract was explained in the first meeting. It brings together rules and procedures in detail and completely and followed by its consequences.
- b. Since first day, the teacher has attempted to build good relationship with the students vertically (act like a teacher) or horizontally (act like a learning partner).

The students are always taught to be individual that is independent, honest, respectable, diligent, active, and responsible. For instance, not cheating and listening to the teacher's explanation.

#### IV. BIBLIOGRAPHY

<https://www.google.co.id/url?q=http://www.indiana.edu/~pbisin/resources/Classroom%2520Ma>

- [nagementSA9.7.11.doc&sa=U&ved=0ahUKEwj8bKwINjVAhVTzmMKHX-4CCcQFggiMAA&usg=AFQjCNG-VaKkyuea8St2qc6YHDEdEOkN7w](#)
- Brown, D. 2000. *Principles of language Learning and Teaching, Fourth Edition*. Longman: Pearson Education, Ltd.
- Brown, D. 2000. *Teaching by Principles Second Edition*. Longman: Pearson Education, Ltd.
- Garrett, Tracey. 2008. *Student-Centered and Teacher-Centered Classroom management: a Case Study of Three Elementary Teachers*. NEW JERSEY. RIDER UNIVERSITY
- Ary, D. 2002. *Introduction to research in Education sixth edition*. California; Wasdworth Group
- Al-Mekhlafi, A. M & Nagaratnam, R. P. 2011. *Difficulties in Teaching and Learning Grammar in an EFL Context*. Oman; International Journal of Instruction.
- Nunan, D. 2003. *Practical english language teaching*. New york; McGraw-Hill
- Nesari, Ali Jamali and Mina Heidari. 2014. *The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes*. Ilam Branch; Islamic Azad University
- Lee, Kyoung-Rang. 2008. *Raising Grammatical Consciousness by Color-Coding to Improve English Reading Performance*. Sejong University
- Celce-Murcia, Mariane. 1991. *Teaching english as a second or foreign language third edition*. Boston; Heinle & Heinle
- Mansor, Azlin Norhaini, Wong Kim Eng, Mohamad Sattar Rasul, Mohd Izham Mohd Hamzah & Aida Hanim A. Hamid. 2012. *Effective Classroom Management*. Bangi. Universiti Kebangsaan Malaysia.
- Sugiyono. 2014. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung. CV. Alfabeta

