

**ARTIKEL**

**CLASSROOM MANAGEMENT USED BY THE TUTOR AT  
MR. BOB ENGLISH COURSE PARE IN TEACHING  
ENGLISH**



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## CLASSROOM MANAGEMENT USED BY TUTOR AT MR. BOB ENGLISH COURSE PARE IN TEACHING ENGLISH

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### ABSTRACT

English is taught as a foreign language in Indonesia. That is a chance for English teacher to create good condition in teaching and learning process in the class. It aims to make the students comfort and interesting with that lesson. The way to create is called classroom management. The classroom management is the way used by the tutor to create an effective learning environment for students. This research aimed to find out classroom management used by the tutor of MR.BOB English Course in teaching English at the speaking class period 10<sup>th</sup> October up to 23<sup>rd</sup> October 2018. This study tried to find the classroom management strategies used by MR. BOB English Course tutor, the classroom management problems faced by MR. BOB English Course tutor, and the way used by MR. BOB English Course tutor to overcome the classroom management problems. This study used qualitative research design with case study approach. The instruments used were participant as observer observation and structured interview. The, the subject of this research was a tutor of MR. BOB English Course who taught in Speaking class. The result of this study showed that the tutor could apply classroom management well during teaching and learning process. The tutor applied four classroom management strategies; classroom organizing, teaching management, teacher-students relationship, and tutor's consequences. In another hand, the tutor faced some problems in managing class, those were; students' misbehavior, difficulty to get the students to speak English in the class, name remembering. The tutor also applied some ways to overcome those problems. To overcome students' misbehavior problem, she used direct verbal inversion and punishment. To overcome difficulty to get students to speak English, the tutor reminded them and gave stimulation. To overcome the name remembering problem, the tutor interviewed the student and checked students' attendance list at the beginning in every meeting. Based on the result of the research, the researcher the researcher suggests to MR. BOB English Course to provide to provide instructional media especially book. To the tutor, the tutor can make rules and procedures poster that can be hang on the wall. In offering the reward, the tutor can give book as a reward so that the rewards are more various and useful, besides the tutor can write some classroom language in paper and then hang it on the wall. It will help the students to remember and use classroom language.

**KATA KUNCI : Classroom management, strategies**

### I. INTRODUCTION

According to Crystal (2003a:60), "In these countries, English is taught as a foreign language. Indonesia belongs to this group, which also includes China, Japan, Greece and Poland". It has meaning that

students start from elementary school, Junior High School, Senior High School, Student of University until they who have job and they need study about English more. That is a good chance for English

teacher to make a good condition in teaching and learning process in the class. Gebhard (1996: 69) said that classroom management is the way teacher organizes what goes on in the classroom and it has a goal to create conducive atmosphere where the students can learn effectively. He also states that in EFL (English as a Foreign Language) classroom management, the teacher should provide students' opportunities to interact in English in meaningful ways. To conclude, classroom management is teacher's efforts to organize the activities in the classroom in order to reach conducive classroom atmosphere which support the students to learn optimally.

Shawer (2006) considers the teachers who use a set of classroom management strategies like organizing, teaching management, teacher–student relationship, and teacher punishment–rewards (consequences). These teachers clearly and firmly express their needs. They have positive expectations of students. They say what they mean and mean what they say. They are consistent and fair.

Effective classroom management is very important to be done because it helps the teacher to reach effective teaching and learning process. As stated by Cotter (2011: 1), “A poorly managed classroom

cannot run smoothly, which results in an environment that prevents students from having the opportunity to learn to their highest potential.” If the class is full of disruptions and not enjoyable because of poor management, students will be difficult to actively participate in lesson which is taught by the teacher. Therefore, well classroom management should be applied by the teacher to reach effective teaching and learning process.

MR.BOB English Course is one of a course institute in Pare Kediri which provides English many programs such as Grammar for Speaking, Pronoun WOW, Speak Up 1&2, 3GP (Grammar), Tic Talk (Vocabulary) etc. This course is popular because it has vision to encourage the learners to be more confident and active in speaking english. It can be seen by many testimonials in its web.

According to alumnus of MR BOB English Course, after studied at that course he felt more confident and was not afraid to speak using English. He felt comfortable in the class when learning process. All of testimonies can be seen in its web. Tutor in this course has a good classroom management to make the learners comfort and enjoy in their learning process.

Based on the reasons above, the researcher decides to conduct a research entitled “**Classroom Management Used**

by Tutor at MR.BOB English Course

## II. METHOD

This research used qualitative approach and case study. By using case study, the researcher wanted to get new insight about effective classroom management. This research took place in one of course in Pare exactly at MR.BOB English Course Pare. She focused on classroom management phenomena and produces depth descriptions of classroom management used by the tutor of MR.BOB English Course in teaching English in speaking class. The researcher took a role participant as observer, it had meaning that the researcher observed the subject during his teaching process. So the researcher knew the real situation during that teaching process. For collecting data, it was begun at 10<sup>th</sup> October up to 23<sup>rd</sup> October 2018. In collecting data, the researcher used observation, interview and document analysis as stated by Ary (2010: 430).

Pare In Teaching English”.

## III. FINDINGS AND DISCUSSION

Based on the findings, it showed that four classroom management strategies stated by Shawer (2006, in Shawer 2008: 3-6), those were: classroom organizing, teaching management, teacher-student relationship, and consequences. In the *classroom organizing*, the tutor used three strategies. Firstly, she explained to the student about the rule in the class. Secondly, the tutor reviewed the rules at the beginning of the lesson. In the other hand, the tutor also implemented those rules consistently. By implementing those rules consistently, it helped the tutor to avoid students' misbehavior. It was supported by Weinstein, Rogmano, and Mignano (2011), the rules and penalties should be consistently implemented. If consistency is not enforced, misbehavior will occur again. In *teaching management*, the tutor used four strategies. Firstly, she provided stimulating tasks. Secondly, she provided topic and activities for the students which



kept them engaged in lesson. Thirdly, the tutor implemented time limitation. Fourthly, the tutor had clear understanding of the lesson. The tutor applied good relationship by doing *teacher-student relationship strategies*, those were staying calm with student misbehavior, using humor and being alert. Those strategies helped the tutor building good relationship with the students. As a result, the student enjoyed the teaching and learning process. The tutor implemented *teacher's consequences strategies*. The tutor gave rewards to the student who can answer her question or come forward when she asked the students to talk about some topics chosen by her. Statements from Gebhard (1996) and Weinstein, Rogmano, and Mignano (2011) who see that misbehavior, time management, difficulty in encouraging students to use English, and name remembering are some problems of classroom management which were commonly faced by EFL teacher. During managing the class, the tutor found three of

those problems. Those were students' misbehavior, difficulty to get students to speak English and name remembering problem. The way used by the tutor to overcome students' misbehavior problem was *direct verbal invertation*. In the other hand, the tutor also had her ownway to overcome the problem, that was giving punishment t the studen who did mistake. By giving them powder scratch and asking them to sing a song in front of the class. To overcome difficulty to get students to speak , the tutor remind them to use English when they wanted to speak. The tutor also applied her own strategy to overcome this problem, that was giving stimulation to help the students got used to speak English. To overcome *name remembering problem*. The tutor interviewed the sudent. She also had her own strategy, that was memorizi students' name by checking students' attendance list in the beginning of meeting everyday.

#### IV. CONCLUSION

Classroom management is tutor's efforts to organize the activities in the classroom in order to reach conducive classroom atmosphere which support the students to learn optimally. The class run smoothly if the tutor create a good classroom management, which results in an environment that prevents students from having the opportunity to learn to their highest potential. Shaver (2006, in Shaver 2008) classified classroom management strategies into classroom organizing strategies, teaching management strategies, teacher-student relationship strategies, and teacher sanctions/reward (consequences) strategies. Those strategies were connected with the result found by the researcher.

Based on the description of data finding, the tutor used classroom management strategies. Those were classroom organizing, teaching management and consequences. The tutor also faced some problems during her teaching. Those problems were students'

misbehavior problem, difficulty to get students to speak English and name remembering problem. Firstly, the tutor got students' misbehavior problem. Those were Inattention and Apathy, the tutor used direct verbal invertation and punishment to overcome the problem. Secondly, to get students to speak English in class, the tutor reminded the students to speak English and gave stimulation to them. Thirdly, to overcome name remembering problem, the tutor checked students' attendance list in the beginning of class in every meeting.

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