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An Analysis of Students' Perspective Toward the Classroom Management of English Teaching-Learning Process at MTs NW Putra Rinjani NW

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Abstract

This study has two objectives. The first objective is To describe the Students' Perspective Toward the Classroom Management of English Teaching-Learning Process at MTs NW Putra Rinjani NW .The second objective is To know what the students Problem in learning English Language. The data collection methods used in this study observation and interview. The data analysis method uses a qualitative descriptive method with the stages of data collection, data reduction, data presentation, and drawing conclusions. The result of the study shows that to handle a big class, the teacher uses the conventional seating arrangement. The teacher uses both English and Indonesian in the teaching and learning process in order that the students understand the lesson. To make the students easy to understand the material, the teacher acts as an informer and monitor in the teaching and learning process. The teacher uses small groups in grouping students. The teacher corrects the students' spoken and written language by checking students' pronunciation and writing one by one. The teacher gives feedback to the students individually or in groups. The

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teacher's voice is loud in explaining the material. It is aimed to make the students hear the teacher's voice clearly. The teacher's pronunciation is correct and clear.

Keywords: Classroom Management; Student' Perspective; Teaching-Learning Proces

INTRODUCTION

Teaching and learning process is the main point of educational process. Teaching is the process of assisting other people to learn the things you already know . The successful of student learning is largely determined by the successful implementation of the teaching and learning process, in other words, it is determined by the function and role of teachers. Teachers are required to create and maintain conditions of the class so students feel comfortable and they can concentrate in following the lesson. Teachers should also have the ability to create good interaction in teaching and learning proces

In education, the role of teachers and students is fundamental, it needs to analyze by students and teachers that can play a role in selecting the most effective learning strategies and designing classroom management. Classroom management is essential in establishing an environment where instruction and learning can occur (Duke, 1979). According to Djamarah& Zain (2002) Classroom management is carried out to create a conducive learning environment for students to achieve effective and efficient learning objectives. Classroom management is the ability of a teacher to organize, maintain, and manage the learning environment and the talents of his students to be better, directed, and organized so that time can be used efficiently. To complete the learning objectives, it's necessary to take what teachers should do in dealing with students, managing time, managing places, and teaching materials so that the learning process takes place. Bastian &Fathira (2022) that students should follow the rules of each lecturer in all courses in a particular semester. Like in higher education, most students deliver the assignment with limited time to explain such a complex explanation, understanding, and practice. Even with little time, students still need to do their tasks in the assigned time. According to Singh (2020), online classes sometimes restrict further explanation, which the below-average students find difficult to understand complex concepts, which is hard for students to understand.

Method is the important thing in teaching and learning process. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. The using method is very needed to help the learning understanding of students. Teaching method is assumed as the way of achieving something in teaching process. It is appropriated with the method that teacher used, teacher are able to achieve the objective of the teaching plan. There are many teaching methods that have been introduced to the teachers of English in Indonesia. These methods can help the teacher in teaching and learning process. With many method are exist, a teacher also must learn to know that methods. Because, those method will be applied in the classroom. Then, before use it a teacher must to know what method that appropriate with the material who is a teacher will be taught.

Besides, the students‟ perception can bring much more benefit for teachers‟ future improvement, because it can evaluate teachers‟ teaching in the classroom through analyzing students‟ perception. Students‟ perception also becomes such a tool to measure the successful teaching and learning process in the classroom. It is proved that when students percieved well they also will act well performance to achieve teachers‟ objectives in the classroom.

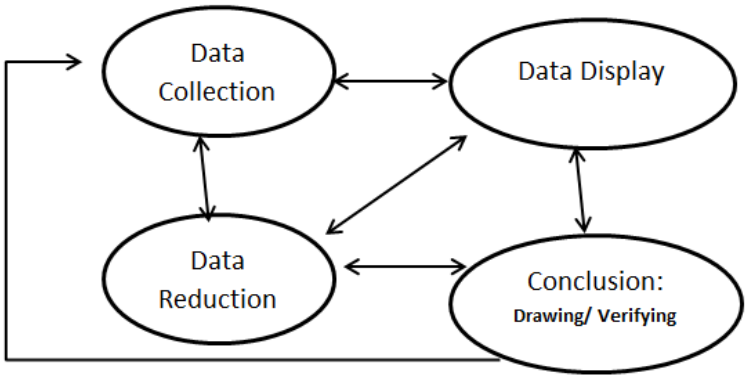
At MTs NW Putra Rinjani, the researcher found some problems related to classroom climate such as there are some students prefer to be noisy and talk to their friends instead of listening to the teacher, there are some even sleep while the teacher explains the material, some students do not help each other while doing the task and the availability of facility and learning media are still lacking.

In addition. Class management problems also arise from some forms of interaction in the classroom that are not very good. Among them is the lack of familiarity between teachers and students. Related to learning activities, students' behavior is still less cooperative towards learning. Even some 3Vern Jones & Louise Jones. Observation of the activities of teachers and seventh grade students in learning English on August 30, 2019. students sometimes become pioneers of chaos in class. Students sometimes use the teacher's neglect to do things that are deviant. This can be seen from the non-conduciveness of the classroom atmosphere when the teacher is absent.

Based on the background explained above, researchers are interested in conducting research with the title "*An **Analysis of** Students' Perspective Toward the Classroom Management of English Teaching-Learning Process at MTs NW Putra Rinjani NW".*

METHODS

This research uses descriptive qualitative methods**.** The research subject consisted of first class at MTs NW Putra Rinjani. Because the researcher found some problems related to classroom climate such as there are some students prefer to be noisy and talk to their friends instead of listening to the teacher, there are some even sleep while the teacher explains the material, some students do not help each other while doing the task and the availability of facility and learning media are still lacking. So this Research wanted to find out Students' Perspective Toward the Classroom Management of English Teaching-Learning Process at MTs NW Putra Rinjani NW, so that Researcher got the real data. In this study, the researcher used an observation and interview as techniques in collecting the data. In qualitative research, the researcher herself was the instrument, thus the researcher should had the theory and wide insight about what was being researched. Then, to get deep understanding about the object of the research, the researcher should use some techniques of collecting the data simultaneously (Sugiyono. 2006). Therefore, there were two techniques used in this research namely observation and interview. The researcher used an analysis qualitative research. The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman in Sutopo, there were three main components of data analysis. They were data reduction, data display and conclusion.



RESULTS

The aim of the study is to find out the general characteristics of the English classroom management in class VIII at MTs NW Putra Rinjani, which consist of 40 students. The finding of the study is divided into three broad categories, they are the physical setting of the classroom, the psychological setting of the classroom, and the

management of the teaching and learning process. Interms of physical setting classroom can be stated as follows:

1. the size the classroom was 10 x13 meter. It made the teacher easier to manage the class because all the students' movement could be seen clearly from the front of the class, so when the teacher was giving a quiz to students, they could not discuss with their friends. Because of the large classroom, the teacher generally could come closer and gave more attention to the students. It would make students more enthusiastic and had a great motivation to learn English. This condition would help students to be successful in learning English at school, the class was clean and tidy. The floor of the classroom was made from ceramic. The facilities of the teaching and learning activities were complete.
2. The conventional arrangement is appropriate because the teacher can see all the students individually, in each line vertically or horizontally and around of the class. For example, the teacher can move around the class, in front, right, left, middle and behind of the class.

In terms of the psychological setting of the classroom, the reseracher found that , the floors of the classroom looked shiny. It made the classroom feel comfortable but the sound from the outside of the class could be heard in the classroom. This made the students feel uncomfortable so that they were difficult to concentrate the lesson.

In terms of management of the teaching and learning process, the researcher found that in the teaching and learning process, the teacher generally used English about 50%. To explaine the material, the teacher used both English and Indonesian. The teacher used English to explain the material, and then she translated them into Indonesian. It was good and effective because the students could understand the material.

DISCUSSION

According to McDunnigan (2005), classrooms decorations make every classroom has a fun and attractive atmosphere. Charts, posters, and wall letters are also great ways to decorate the classroom. Maps are great additions to every classroom. Most maps have charts and information about the countries pictured on the opposite side of the map. In this classroom, it seemed that every class was not equipped with pictures, writings, and posters related to English. Actually, the teacher said that it was important to decorate the

classroom with writings, posters, but she did not display them on the wall of the classroom. It was caused by the fact that she had just taught for a short time in the school, so she had not the time yet to manage them. She also realized that the atmosphere of the language classroom had an important role in supporting the teaching-learning process.

Another teacher said that the wall decoration was useful for the students if it was representative. Actually, she prepared the clean wall of the classroom. It was suitable for his tendency of not linking stickers, pictures, or posters in the classroom (Resources: Observation).

Dekorasi Bahasa Ingris perlu ditaruh ditembok, Supaya anak biar semangat. Disamping itu gambar juga dapat membantu siswa dalam memamahami materi bahasa Inggris. Dekorasi di sekolah juga penting bagi murid untuk membantu dan menyemangat dalam belajar dikelas. (Decoration related to English should be hanged on the wall for the students' spirit. Besides, the pictures can help them to understand the English material. The classroom decoration in classroom is important because decoration can support teaching learning and process in school.)

According to the students, it was necessary that the classroom is equipped with pictures, stickers, or posters. Some students said that the pictures would make the classroom interesting. They would not get bored in the classroom and their spirit would be raised in following English lesson. Another student said that the wall decoration had an important role to help the students in learning English. According to him, actually, she had made to the pictures or writings, manually and by using the computer, to be displayed in the classroom (Resource: Observation).

In the school, the classroom of grade VII only displayed some posters of natural sciences and a world map. According to the students, the classroom is equipped with pictures, stickers, or posters. They said that the pictures and decoration would make the classroom interesting and can make spirit for the teaching and learning process.

The classroom decoration is very important in the big class because it can support the support the teaching and learning process. It will be also make the classroom look beautiful an interesting so that the students will enthusiastic during the lesson. However, it is unnecessary to display many decorations in the big classes because it is not effective and make the classroom look smaller. Paint Mike Kennedy (2010) proposes some the beneficial colors of the classroom. Light blues and purples have a calming effect on learners. Warm tones like taupe and peach provide a relaxing atmosphere that allows learners to focus on

their studies rather than be distracted by their environment. It is also good to use a variety of colors within the classroom, as the repetition of color aids memory. In this research, the classroom color of the wall was yellow because the yellow color made the classroom look bigger. It was the brightest color. A yellow was clean so classroom looks was clean for eyes so that the students could feel enthusiastic in the teaching and learning English. The color of the classroom paint has important roles in the teaching and learning process in the big class. It will affect the teaching and learning process in the classroom. The suitable color of the classroom paint will make the classroom comfortable relaxing. It is suggested to use the brightest color in the big class because it will make the classroom look bigger. However it is avoided to use the dark colors in the big class because it will make the classroom look smaller and dark.

Based on the results of observations, interviews, and questionnaires, the teacher become a planner, informer, and monitor in the teaching and learning process. The followings are the explanation of teacher roles found in this research.

1. Planner

As a planner, the teacher prepared the material for the students by making lesson plans. These lesson plans were used to teach the students in the classroom so that the teaching and learning process would be running well. (Resource: Observation)

2. Informer

As an informer, the teacher gave the detailed information about the topic, for example, "survey sheets". Then, she gave some explanations how to make a table (number, name, hobby, Times, reasons). After that, she asked the students to complete the table "survey sheets". At last, the students were asked to interview their friends about their hobby. (Resource: Observation)

3. Monitor

As a monitor the teacher asked the students to do the tasks, such as reading the book and making a group. Then, all the students read the book. After that, the teacher monitored the students and walked around to see the student's activities in reading the book. (Resource: Observation)

The teacher plays an important role in the teaching and learning process in the big class. The teacher roles in the big class become a planner, informer, monitor, manager, and facilitator. The teacher roles determine the successful of the teaching and learning English in the classroom.

From the observation, when the teacher was beginning the lesson, she greeted the students. Firstly, the teachers used an Arabic greeting "Assalamualaikum Warohmatullahi Wabarokatuh". Secondly, the teacher used English greeting "Good morning, students and."How are you today?"(Resource: observation).

In this research, the teacher greeted the students using English. The English teacher greeted the students with routine expressions in English like; "Good morning. How are you today?", "Good afternoon", See you next week", Bye-bye". Then, the students responded, "Good afternoon", and say, "Goodbye".

The teacher generally explained the material first, and then she gave some instructions, such as "Open your book page 13, and make a group, each group consists of 4 students". Besides, the teacher gave the assignment to the students, corrected the students' tasks, and looked the students one by one to answer the question. After the students finished answering the question, the teacher gave scores to the students. To check the students' tasks, the teacher always gave the time, for example, "I give you ten minutes to answer the question". When the teacher was conveying the meaning easily, she used the systematic language, and the familiar language.

In this study, the teacher's language had some functions, such as, an Instructor, corrector, elicitor, and supervisor. As Instructor, the teacher asked the students to open the book and to make a group, for example, "Open your book page 13, and you make a group, each group consists of 4 students". As the corrector, the teacher asked the students to read the sentence, for example "I can help you". The students made a mistake in pronunciation, for example when they said, "help". As the corrector, the teacher corrected the students' written production for example, "My hobby is foodball". The students made mistake in grammar that was in the word "foodball". It should be "football". As an elicitor, she gave explanation information how to make a table. For example, the table considered of number, name, hobby, times, and reason. Then, she asked the students to complete the table "surveys sheets". After that, the students were asked to interview their friends about their hobby. As a supervisor, the teacher came closely to the students. She gave them the time to answer the question. For example, "I give you ten minutes to answer the question, "Do you understand?". In general, the teacher's pronunciation was good.

The teacher's explanation was the main activity during the teaching and learning process. The teacher's explanation was aimed to help the students understand the material.

Usually, the teacher explained the learning material before she was giving tasks to the students.

In explaining the material, the teacher used two ways. The first way was explaining the material orally and the second was using written explanation (observation). A teacher said that usually she wrote the material on the blackboard and then explained it to the students. After that, she gave a time to the students to write it. She used both oral and written explanation in other that the students would not become tired and noisy (Resource: Observation)

To explain the material orally, the teacher used bilingual, naturally using English and Indonesian. A teacher said that she used English to explain each topic of the material, and then she translated it into Indonesian. If it was not translated into Indonesia, she was always tried to use the English language in explaining the learning material. She also used English in the class especially in using imperatives forms such as," Not down" and " Go back to your seat" , and also short expression lie " Are you sleepy?" , Who is absent today?" etc. (Resource: Observation)

The result of interview with the students showed that the teacher used English in explaining the material and then she translated it into Indonesian. A student said that the oral explanation was more effective than the written explanation since the oral explanation could be observed directly in his brain. (Resource: Interview)

R : Pas menerangkan pelajaran itu memakai bahasa apa? (What did the teacher's language use in explaining the lesson?

S : Bahasa Ingris dikit dikit kemudian dijeaskan artinya . (The teacher used English but a little and then she explained the meaning)

R : Kamu senang yang mana Indonesia atau Inggris? (Do you like Indonesian or English?)

S : Bahasa Inggris tapi dijelaskan artinya. (I like English but the teacher must explain the meaning)

(Resource: Interview)

However, there were some students who preferred the written explanation to the oral explanation. The students stated that she liked the written explanation since if it could be written down. Spratt, Pulverness, and Williams (2005) states that the teacher's language are used in instructing, narrating, eliciting, prompting, correcting, checking, and conveying the meaning. In general, the teacher used Indonesian, in the teaching and learning process for

about 50%. To explain the material, the teacher used English and Indonesian. The teacher used English to explain the material, and then she translated it into Indonesian was good and effective because the students could understand the material. The teacher's language is very important in the teaching and learning process in the big class.

The teacher's voice must be loud and can be heard by all the students. Besides, the teacher's language must be clear and easy to be followed by the students. The teacher uses both English and Indonesian in the teaching and learning English in order to the students can understand the material. Firstly the teacher uses English in the teaching and learning activities, and then she translated it into Indonesian.

In this research, the teacher usually gave feedback during the lesson or in the end of the lesson. During the lesson, the teacher checked the students' understanding of new vocabulary and corrected the students' mistakes. The students' mistakes in reading the text were usually in their pronunciation. She gave practices in pronouncing some words. Then, she gave feedback to the students individually or grouping. In the end of the lesson, the teacher summarized the material and offered students to ask some questions and difficulties. In responding to the teacher's of giving feedback, the students had no problem and they were very happy and relax.

Giving feedback to the students is very important, because the students can get information about the teaching and learning activities. The purposes of giving feedback are to motivate the students to understand the material, to solve their problem and to improve their English skills.

In this research, the teacher always gave feedback after she was teaching the students. It could be a review of the material to know the students understanding. The teacher gave it when the students' could not understand the material, like a text or a dialogue. Then, she corrected it. The way of giving feedback was by questioning "Did you understand this topic?" or "Do you have any question related to this topic?"

R : Apakah guru selalu memberi masukan di akhir pelajaran? (Did you (teacher) always give feedback in the end of in the lesson?)

S : Ya (Yes, she did).

R : Seperti apa guru memberi masuktan kepada siswa? (How did the teacher gave feedback to the students like?)

S :Guru memberi masukan seperti memberi pertanyaan seperti setiap akhir pelajaran dengan materi yang dipelajari tadi, guru memberi masukan seperti guru menyuruh siswa membaca teks, kemudian guru mengoreksi pengucapan kata bahasa inggrisyang tidak benar. (The teacher gave feedback in the end of lesson based on the material by asking the students to read the text, and then she corrected students' mistakes in pronunciation.)

(Resource: Interview)

The teacher feedback was a reflection. It was an effort to make students had strong memories to the lesson. Spratt, Pulverness, and Williams (2005), states that the teacher are giving feedback in reviewing student's knowledge of vocabulary and structure of the topic or context, checking students understanding of new vocabulary and giving students practice in scanning. In responding to the teacher of giving feedback, the students had no problem and they were very happy and relax. Giving feedback to the students is very important, because the students get information to learn about the teaching and learning activities. The purposes of the feedback are to motivate the learners and to help understand the material, to solve their problem and to improve their skills.

R : Kenapa guru meemberi masukan kepada murid muridnya? (Why did the teacher give feedback to her students?)

S : Karena untuk memberi ulasan materi agar siswa paham. (Because it was can be a review of the material to know the students' understanding.)

(Resource: Interview)

Giving feedback to the students was very important in the big class because the students could get information about the teaching and learning activities. The purposes of giving the feedback were to motivate the students to understand the material, to solve their problem and to improve their English skill. The teacher gave feedback to the students by coming to their seats one by one. She gave feedback to students in order to they know their mistakes so that they would never repeat the same mistakes. They would also more enthusiastic and help each other in learning English. The students' English ability is different each other. Therefore, feedback is needed to improve their skills.

In this research, in teaching and learning process students made mistakes in the accuracy of grammar, pronunciation, vocabulary, or language use. The students made some mistakes in pronunciation, such as, to know the students' mistakes, the teacher asked the

students to speak up like introduce their friends or tell about their hobbies. The students should have more practice to improve their skills. First, the teacher asked the students to read the sentence and the text more than once. Second, the teacher asked the students to write what the teacher said in the board. Third, there is spelling the word "writing "but should be "writing". Fourth vocabulary mistake, for example the students has used "I'm looking Television", but when the correct word is "watching". Spratt, Pulverness, and Williams (2005), the learner mistakes categorize into grammar mistake, vocabulary mistake, pronunciation mistake, and spelling mistake.

Generally, the students' mistakes are in the form of oral and written mistake. The teacher comes closely to the students chairs one by one. When the teacher was correcting the students' tasks, she used Indonesian.

> Siswa mengucapakan sebuah kalimat dengan baik. Ketika guru menyuruh siswa untuk menulis, siswa banyak membuat kesalahan. (Students pronounced the sentenced in rather good condition. When the teacher was asking students to write what she said, students made many mistakes again.)
>
> (Resource: Observation)

In the big class, each student has different English ability. It is possible them to make some mistakes. When they were doing the task, they might do some mistakes. The students' mistakes were the form of oral and written mistakes so their mistakes can be corrected by orally or written correction.

CONCLUSION

Based on the result of observation and interviews concerning the management of the English classroom, it can be concluded the management of this English classroom at MTs NW Putra Rinjani is various and complex.

The results of the study were divided into three board categories, they were the physical setting of the classroom, the psychological setting of the classroom, and the management of the teaching and learning process. The physical setting of the classroom consisted of classroom size, the interior design of the classroom, and seating arrangement. The classroom size was 10x13 meter. The interior design of the classroom was well arranged. The seating arrangement of the classroom used the line pattern. The

psychological setting of the classroom was comfortable so that the students feel enthusiastic in the teaching and learning process. The management of the teaching and learning process was divided into the teacher's language, the students' language, learners' mistakes, the teacher roles, grouping students, correcting, giving feedback, and the teacher's voice. The teacher's language in the classroom used English and Indonesian. She used English for about 70%, and then she translated it into Indonesian. The students' language in the classroom used Indonesian for about 50%. Learners' mistakes were generally in grammar, pronunciation, vocabulary and language use. The teacher roles in the teaching and learning process were as a planner, informer, and monitor. The teacher made a pair groups, small groups, and large groups to do the task. The teacher corrected the students' mistakes orally and written. The teacher gave feedback to the students during the lesson or in the end of the lesson. The teacher's voice in the classroom was loud and clear.

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