

Chapter Two

Literature review

This chapter discusses some of the theories which are related to teachers' strategies of classroom management. The first section is the discussion of classroom management. The second section is the teachers' strategies in classroom management. The third section is the review of related studies and the last is conceptual framework.

Classroom Management

Classroom management is “the action teachers take to create a supportive environment for the academic and social emotional learning of the students” (Skiba & Rausch, 2006, p. 5). Krause, Bochner, and Duchesne (2003) argue that Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners (p. 5). Moreover, Wong (2012) points out that classroom management refer to what the teacher does to organize students, space, time, and materials so that the student learning can take. Based on these arguments, it means that the classroom management skill is the ability of the teacher to establish the social-emotional learning and effective learning context. Meanwhile, the teachers do not only give the material for the students, but also give more attention to their students. The teachers are required to have knowledge of classroom management and apply it in order that they can achieve the goals.

Classroom Management Strategies

Classroom management strategy is the method that a teacher uses to establish a conducive classroom context. Smith and Laslett (2002), they mentioned that there are four strategies of classroom management. They are “get them in”, “get on with

them”, “get on with it”, and “get them out”. Those principles are the most important guidelines for a teacher in classroom management.

Get them in. Teachers usually do this activity at the beginning of the class before the teacher deliver the materials. According to Smith and Laslett (2002), the process of ‘getting them in’ can be seen to involve three phases: greeting, seating and starting. It means that teachers are required to manage time well so that there is no wasted time during the learning process. In addition, the purpose of the teacher invites students to participate in the initial activity is to get student’s attention. Therefore teachers often ask the lessons that have been given to recall students' memory of the lessons they have learned and connect them with the next lesson at the beginning of the lesson.

Greeting. Ideally, the teachers greet the student at the beginning of the class. According to Smith and Laslett (2002), “Simply by being there before the class arrives the teacher establishes the role of host is the teacher require to underline his authority by deciding when pupils are invited to enter the room” (p. 4). Smith claims that a teacher is the host, so it is important for the host to make his students comfortable by greeting them kindly.

Seating. At the beginning of the class, the teacher will arrange the students’ chair based on the student numbers. According to Smith and Laslett (2002), seating plan showing who sits where quickly enables teachers to learn and use individuals’ names, so although later regrouping will be desirable, it is very useful for at least the first few lessons if a fixed pattern is set and maintained (p. 4). In addition, seating arrangements are not only for the distribution of group discussion but also it helps teacher to memorize the name of the student based on their chair.

Starting. The teachers have different strategies to attract the students' attention at the beginning of the class. Smith and Leslett (2002) discover this warming-up period might only last four or five minutes, perhaps a few sums or a short paragraph to be read with two or three questions to be answered will be sufficient to set the tone and establish a calm and positive atmosphere before moving on to the main content of the lesson. Amount of teacher use questionnaire related to the topic at the beginning of the class. The other teacher use game at the beginning of the class to attract the students' attention.

Establish classroom rules. It means that there are agreements between teacher and learners associated with the objective to be achieved during the learning process (Viffah, 2014). The agreement should be consistent and fair enforcing the students throughout the school year. The teacher should be emphatic to the learners who disobey the agreement. Usually, the agreement will create in the beginning of the class before the teachers start the learning activities. The agreements that have been made will be useful for teachers and students during the learning process. The agreements help the student learn to be consistent and orderly. This agreement is made to be fair and does not make the students feel disadvantaged.

Get on with it. The teachers are required to deliver and make the students understand the materials. The students' feelings of self-esteem and sense of competence in a particular subject area will depend to a considerable extent on the teacher's ability to 'get on with it' (Smith & Laslett, 2002). In the classroom management teachers are also required to select the content of the material that will be given by the teacher. The content should be tailored to the ability of the students and the manner of delivery of the materials.

Content. Methods and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for pupils with a range and diversity of aptitudes and abilities (Smith & Laslett, 2002). In the selection of material, the material used is material that is in accordance with the one that has been determined by the government and in accordance with the ability of the students. The teacher's job is to interpret the content of the material to the student.

Manner. A teacher always thinks about the way they address and question the students and the method they convey to expect certain behavior (Smith & Laslett, 2002). Not just thinking about the appropriate content, a teacher should also think about how to deliver the material to the students. In this section the teacher should use simple language so that the student can understand about the material presented to find out whether or not a student can be seen from the facial expressions shown by the students.

Understandable instruction. It means that teacher should explain clearly and use languages easy to understand. An educator should choose a language related to the level. For example, a teacher in elementary school uses a simple language like “teacher” and in university use more complicated like “professor, educator, and education of facilitator”. Understandable instruction helps the student to know exactly what they are expected to do (Corps, 2008, p. 9). In this section, the teachers are able to adjust the correct simple languages which are understandable or teacher use L1 when the teacher give detail explanation to help the students understand the point of view.

Have many ideas plan of teaching. It means some teachers play the part of “conformist” professionals, who prefer to continue the role as tradition instead of being creative, or innovative (Saleh & Aziz, 2012). According to Richards and

Rodgers (2014), a particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teacher and the learners.

The materials support the syllabus and the teacher and the learners. The teacher may have another plan if their lesson plan does not run well in the class. Those are the important point in classroom management, based on those point the teacher have a good classroom management skill if they apply these theories in the real classroom.

Get on with them. To conduct this effectively teachers need to be aware of each child as an individual and be sensitive to the mood of the class as a whole. This means knowing who's who and keeping track of what's going on (Smith & Laslett, 2002). The existence of a good relationship between teachers and students is one of the important things to create conducive condition. Knowing each student's character can help the teacher to minimize events that can cause the class to be non-conducive.

Who is who. It means the teacher require to memorize the students in the classroom. Students feel happy if they are remembered by the teacher. In the first year it may be difficult to remember that all students are at a minimum required to remember students' names. This section helps teachers to monitor student progress. (Smith & Laslett, 2002)

What's going on. Mobility involves the avoidance of teachers becoming 'desk bound' by queues of children waiting for attention or by over-reliance on a lecturing style of teaching. Moving around the room, quietly marking work in progress, offering advice and guidance keeps attention on the task at hand. It is a natural contact between teacher and student which provides immediate feedback and means that if attention has wandered the teacher's response can be to offer help with an assumed difficulty rather than reprimand about misbehavior (Smith & Laslett, 2002).

Establish a positive professional relationship with students. It means that the teachers are required to establish the good relationship with the student. The teachers are encouraged to be able to cope with unfamiliar situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor (Kiggundu & Nayimuli, 2009). The teacher will never have enough techniques to get students to behave and learn if the teacher does not first establish a positive relationship between them. Porter, Reardon and Nourine (2000) explained to make changes to the students, teacher need to approach personally because each student has a great “wall” created to limit them to the outside. The teacher is moving around the classroom and getting closer to problem spots in the classroom. This tactic tends to prevent or stop inappropriate behaviors. Additionally teachers make an interaction with the learners. In this part, the teacher makes the participants being active in class. The teacher also builds the relation with the learners (Corps, 2008). If a teacher is good to establish good relationship with his students first then their students would listen to everything that the teachers suggestion.

A nonverbal signal. It means “A form of communication between teacher and students. Nonverbal signals allow the teacher to immediately know what the student needs. Teachers can also use non-verbal signals to reply to student requests and to emphasize actions that students need to perform” (Schell, Romero, & Carillo, 2013). According to Barry (2012), nonverbal signals can also be used to express feelings that are too disturbing to state otherwise. In this case, the teacher is required to be more sensitive to his students. It means that teachers must be able to interpret the gestures of the students because some students are not brave enough to reveal anything, but the teachers know from their gestures.

Establish student's soft skill. The teacher is required to establish the students' soft skill. Khurshid (2014) stated that the teacher can demonstrate the soft skill by embedding empathy, active listening, fuelling up team-work through positive feedback and encouragement. Greene (2016) shows if the teacher is able to establish student's soft skill, it is useful for the student in the future. In the classroom management teacher are required to establish soft skill of each student. So after they graduated from school the not only have hard skill, but they also have good soft skill because soft skill has beneficial to the students in future live.

Get them out. The lasting effect of an interesting learning experience can be wasted and pleasantly developing relationships between teacher and class can be spoil if a productive session dissolves into a noisy, chaotic and stressful finale. So teachers need to consider the two phases of concluding a lesson and dismissing a class (Smith & Laslett, 2002). To end a lesson cannot be abrupt without any transition or cue. Generally teachers make inferences about what has been learned so that students know the outline of the lessons given by the teacher.

Concluding. The teacher is required to make a summary at the end of the class. According to Smith and Leslett (2002) this section purposes of reminding the class of what has been covered during the lesson and how this topic is related to previous topic or prepares the way for the next activities.

Dismissing. This activity is important because in this section the teacher is capable to teach some soft skills. The form of activities is very diverse. Some of them are "the sequence should be clearing up and collecting books and materials, checking up on learning and giving feedback, enjoying a game or other relaxing end to the session, setting up the group for its next move, and finally supervising departure, if

necessary standing at the door to continue supervision of progress down the corridor" (Smith & Laslett, 2002, p. 7).

Review of Related Studies

There are some previous researches that already studied classroom management strategies. One of them is from Zulfa's *skripsi* entitled pre-service teachers' classroom conflict management skill in Yogyakarta 2016. There are two aims of this research. Those are to discover the strategy of classroom management that the pre-service teachers use in the class and analyze the conflict in the classroom faced by them. The researcher collected the data in English Education Department of UMY. The researcher chooses 3 participants from batch 2010, 2011, and 2012 because they have finished their teaching practicum in less than six semesters. Zulfa's research is a qualitative research using interview to collect the data.

The findings of the research revealed there are 8 conflicts in classroom management. Those are the students talking out of turn, disruptive the flow of the lesson, disengaging from classroom activity, avoiding doing school work and homework, using mobile phone and laptop inappropriately, hindering other students, abusing the teacher verbally, and moving around the room unnecessary. Meanwhile, there are seven strategies in classroom management. Those are the teacher avoiding public denigration of students, the teachers' acts as mediator, the teachers should be well informed about their subject and object, the teachers use many different methods of instruction, the teachers should not lose their temper, the teachers have positive self-concept and lastly, and the teacher give a clear instruction.

The second research is Lestari's *skripsi* entitled students' misbehavior in an English classroom and the strategies to manage them: pre-service teachers' perspective. The objectives of the research were to discover kinds of the students'

misbehavior and the strategies used by pre-service teacher of EED UMY to manage students' behaviors in the classroom. The researcher collected the data in EED of UMY. The research was a qualitative research and the researcher chose the students in EED of UMY batch 2012 as the participants. The researcher used interview to collect the data.

The findings of the research revealed there were four kinds of misbehavior faced by the participants and the strategies used by the pre-service teachers to handle students' misbehavior. Those are verbal interruption (talking out of turn and making other noise), off-task behavior (doing irrelevant activity/ doing something in private, sleeping, and not paying attention), physical movement intended to disturb (cannot sit still/ out of sit and throwing paper), and disrespecting to teachers and students (verbal aggression, rudeness, and refusing instruction). In addition, there were nine strategies to handle students' misbehavior. Those were non-verbal intervention, verbal intervention, verbal and non-verbal intervention, non-verbal and verbal intervention, situational assistance, verbal intervention and situational assistance, and moderate response.

In addition, the third research is Woodcock's and Reupert's study (2009) entitled success and near misses: Pre-service teachers' use, confidence and success in various classroom management strategies. The aims of the research were to discover the strategies pre-service teachers at Canada in classroom management strategies. The research was qualitative research. The researcher chose 336 pre-service elementary teachers in Canada to become the participants. The finding of the research was the pre-service teacher in Canada used an emotional approach to the students as the strategies of classroom management.

Those are three previous studies were related to this study. This research discusses the strategies of classroom management and this research used qualitative research similar to Zulfa's and Lestari's. Although the topic has similarities, there are differences between this research and the previous research. Most of the participants of the previous studies were the pre-service teachers who had six times of experience in teaching. Whereas, the researcher chose the English teachers who have more teaching experiences than pre-service teacher. Besides, the school is considered to have a more challenging environment for a teacher.

Conceptual Framework

This section discusses the related concepts that are summarized from theoretical framework. To establish an effective class teachers are required to apply the classroom management rules properly. They are get them aim, get on with them, get them with it, and the last is get them out (Smith & Laslett, 2002, pp. 3-12). Those are the rules of classroom management. However, in this research the researcher wants to discover the teachers' strategy of the classroom management to face the problem at SMA Muhammadiyah 2 Pematang based on the teachers experience in teaching. Finally, the framework present in flowchart as follow.

Picture 1.1. Conceptual Framework of Classroom Management Strategies

