



Classroom Management and Students' English Skills

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Abstract: The purpose of this research is to assess the classroom management by teachers in private tutoring with reference to Elementary level students and it shall also find out how far these practices have influenced the English Language proficiency of the students. This study was carried out in a private English course institution in Semarang on 24 April 2024. The research used a qualitative research method, where case study was used as the research design. Some of the research data collection tools used in this study include direct classroom observation and structured interview with teachers. The results of the observations and interviews were analysed and presented in three main categories of classroom management: first, Teaching Standards, focusing the way the material is taught and teaching strategies; second, Rules and Procedures, which concern discipline in the classroom and classroom policy; and third, Classroom Climate as well as Time and Scheduling, which concerns the climate of the classroom and organisation of time. The study further reveals that teachers' classroom management also plays a role in enhancing the English language skills of the learners.

Keywords: *Classroom Management, private courses, students' English skills*

INTRODUCTION

A study of the role of classroom management in creating effective learning shows a pivotal role of teachers in determining the right teaching methods, designing the curriculum, and establishing a preventive and corrective measure to deal with the behavioural problems (Gultom & Saun, 2016). Another study established that it is important for the teachers to foster a strong relationship between teacher and student in order to create a positive learning atmosphere (Chandra, 2015).

Many students in Indonesia have limited skills in listening and speaking English. The lack of practice in a communicative context and the lack of interaction in English outside the classroom are major factors in this regard (Horwitz et al., 1986; Woodrow, 2006) Dafizar, 2024). The number of students feeling less confident in using English is also due to fear of making mistakes or feeling unable to express their thoughts clearly and precisely in the language. Understanding student speaking anxiety can also help teachers design teaching

more effectively and appropriate to their students' needs. Teachers who are aware of the challenges students face when speaking can adapt their lesson plans and teaching materials to include more speaking practice opportunities (Horwitz et al., 1986 as cited in Daflizar, 2024)

The implementation of classroom management in Indonesia includes controlling the volume and tone of the teacher's voice, speaking politely, clearly and easily understood. Teachers should also dress neatly and appropriately, arrange seating, encourage and reward students who ask questions and express opinions, create order, discipline and security in the classroom. Teachers must give feedback when responding to student questions and returning student assignments. During the learning process, teachers need to adjust the learning pace and fit the material to students' learning abilities. Teachers need to explain the syllabus for each subject at the beginning of each semester. The teaching and learning process should start and end in line with the schedule (Habibi et al., 2017a).

In previous studies, some have indeed conducted research on the existence of classroom management in the learning process at school, such as (Moradi, 2020) research discusses that classroom management can also affect students' communication skills. Research from (Rido et al., 2016) says that Classroom management is indeed used in several vocational schools, which are indeed used by teachers to improve the abilities of students, such as communication, understanding of the material, student involvement in the classroom, and even conditioning the classroom atmosphere. In (Popescu, 2014), research and discussing classroom management is also influential in classroom arrangement, and lesson planning for teachers. However, there are still many limitations in this area of study, despite prior studies of classroom management in educational contexts Moradi (2020) who focused on its effect on students' communicative competence, Rido et al (2016) who examined the strategy of classroom

management in vocational schools and its relevance to various aspects of students' performance, as well as Popescu (2014) who discussed To the present study's knowledge, there is no adequate literature that has systematically discussed the use and applicability of classroom management strategies to private tutoring in elementary schools student. Earlier research efforts have focused on overall classroom settings and certain grade levels while ignoring the impact that these management practices have on English language acquisition within extra lessons in the context of private education. Moreover, there is no extensive literature availability on the different impacts of specific classroom management practices on students' language, under the private tutoring paradigm. Thus, subsequent research is warranted to explore the effects of metameric classroom management intervention on the outcome of ELL students in private tutoring settings.

Some students look for ways to overcome their shortcomings in the skills they are learning. One way is to take additional courses outside of school. As we know, existing course learning is divided into two classes, namely regular classes and private classes. A regular class is a class that consists of several students or can be called a class in group form. Meanwhile, a private class is a class that only consists of one student, so that one teacher focuses on one student. Each class, both regular and private, has its advantages. Therefore, students can choose which classes they want to take. In Elementary school, teachers perceived positive classroom management techniques as effective for good classroom management while negative techniques were ineffective for managing classrooms (Wilson, 2006).

The need for better quality education continues to increase each year, which is why private tutoring classes are always in demand (Hajar & Karakus, 2022). Private tutoring classes, also known as "shadow education," (Glotova et al., 2023) is a paid-service class conducted after school hours that improves

students' skills and knowledge (Yung, 2019). Even though there must be a limitation on imitating formal education approaches and syllabus that cannot be avoided, Private tutoring classes keep making significant effects and continue to be the primary way to improve students' skills and knowledge (Shokirova & Rasulov, 2024).

In this research, private tutoring classes were selected as the subject to evaluate whether they can provide additional English knowledge that enhances students' language skills. Private classes are a popular choice for many individuals who want to improve their English proficiency, given the widespread availability of such courses today. The aim of this study is to examine how teachers implement classroom management in private tutoring classes for elementary school students and determine if these classes contribute to students' English skills. This research was conducted in Semarang, focusing on individual rather than group or class-based private tutoring environments.

METHOD

Research Design

The research design used in this research was a qualitative approach and used case studies. A case study is a series of scientific activities carried out intensively, comprehensive and in-depth information about a program, event and activity, either on individual level, group of people, institutions, or organisations for gain in-depth knowledge about the event (Rahardjo, M., 2017).

Research Participants

The participant in our research was a teacher with participant selection using convenience sampling. According to Steven, S. (2019), convenience sampling is sampling that is done by selecting samples based on available resources. The researcher used this sample because the object of this research was a private course where there were not many resources, so the researcher chose the resources provided by the course.

Research Technique

We used observation and structured interviews to collect the data. The researcher chose those techniques to provide the researcher a realistic picture of behaviour or event related to the activities of the research object. Observations are used in gaining understanding about real behaviour in a specific environment (Busetto et al., 2020). Interview is used to explore personal experiences, perspectives, concepts, or judgments about particular items, issues or phenomena. In other words, the interview offers deeper ideas or understanding of a particular issue (Islam & Aldaihani, 2022).

Research Instrument

The researchers used observation sheets and interview guidelines as the research instruments. The main goal was to ensure the data collected is relevant, accurate, and reliable to answer research questions and achieve the stated research objectives.

Observation sheets are utilised to collect actual data about the effectiveness of the methods and techniques employed in a class as well as to critically evaluate the learning process (Olsen 2008 as cited at Wulandari, C. A. 2014). In addition, observation sheets can be used for documenting occurrences of phenomenon (Wulandari, C. A. 2014).

Interview guide covers broad areas of interest that includes sub-questions (Hijmans & Kuyper, 2007 as cited at Busetto et al., 2020). Predetermined interview guide topics may arise from previous research, literature, or other data collection methods, such as document analysis or observation (Busetto et al., 2020).

Research Instrument Development

The researchers used observation sheets and interview guidelines as the research instruments. The research began by making the research instruments for collecting the data. The researchers took data sources from journals and articles to create instruments

adapted to research needs. In the first draft of the interview guidelines, there were 3 questions regarding need analysis and 3 questions regarding situation analysis on March 21st, 2024. After the development, we added some questions that made it 10 questions about situation analysis and 8 questions about situation analysis on March 31st, 2024. The development of the observation sheet, starting by adding 25 instruments on March 24th, 2024.

Data Analysis

After the observation sheet and interview guide were complete, the observation was carried out through a zoom meeting on Thursday, April 4th, 2024 at 03.30 pm and ended at 04.50 pm due to the zoom's free time limitation (2 x 40 minutes). The observation was conducted for observing the teacher's class that consists of one student who is an elementary student. The researchers observed teacher interactions with students, material, level of understanding, and learning strategies used while adjusting while filling out the observation sheets. After the observation is done, the researchers ask the teacher about things that have not been observed due to time constraints and crosscheck the data with the teacher.

The interview was conducted on April 19th, 2024 through WhatsApp application due to the distance issue and was conducted using Indonesian. The teacher involved was selected based on their availability as participants to be interviewed in depth about their classroom management experiences in English course. After the researcher carried out observations and interviews to obtain data, the researcher re-examined the data that had been obtained with

the research participants. We continue to transcribe the interviews to verify the data's accuracy using transkrip.com. The researchers were double-checking the transcript by hearing the recorded interview.

The data obtained from observation and interview will be analysed using a qualitative approach in order to understand the role of classroom management of a private English course in improving the student's English language skills.

FINDINGS AND DISCUSSION

The findings of this study are presented which have been collected in interview and observation. The interview and the observation result are from what the researchers heard from the voice recording and what the researchers observed in the zoom meeting. The data presented here on the 4th April 2024 and on the 19th April 2024.

Research Findings

Referring to (Habibi et al., 2017a), the findings of the study have been presented in three categories of classroom management, that were: Teaching Standards, Rules, and Procedures, Classroom Climate, and Timing and Scheduling. The data from this study was presented in Table 1 below.

Table 1. The findings of this study.

No	Category	Indicators	Yes	No
1	Teaching Standards, Rules, and, Procedures	The teacher's voice could be heard by students clearly.	✓	
2		The teacher used straight forward language and was easily understood by the student.	✓	
3		The teacher dressed appropriately.	✓	
4		The teacher kept up-to-date and used the latest technology in promoting interactive learning.	✓	
5	Classroom Climate	The teacher encouraged the student to ask and argue.	✓	
6		The teacher provided feedback and returned the assignment done by the student.	✓	
7		The teacher planned a series of activities per lesson depending on the students' age, abilities and interests.	✓	
8		The teacher provided homework as a form of repetition of material for students.		✓
9		The teacher created order, discipline, convenience and safety according to the curriculum.		✓
10		The teacher gave a proper punishment to a troublemaker in the classroom.		✓
11	Timing and Scheduling	The teacher adjusted the speed of teaching according to the subject matter and the ability of the student.	✓	
12		The teacher had enough time for one teaching-learning session.	✓	
13		The teacher explained the syllabus and the subject at the start of the semester.		✓
14		The teacher started and ended the class according to the schedule.	✓	

1. Teaching Standards, Rules, and, Procedures

The teacher's voice, the language that was used by the teacher when teaching, the teacher's appearance including how the teacher dresses, and promoting interactive learning are all items in this part.

During the observation through the zoom meeting, we could hear the teacher's voice clearly. The distance between the teacher and the student was close so the teacher's voice

could be heard by the student. The situation in the student's home was comfortable and quiet enough so that there was not much noise. The teacher used straight forward language when she explained the materials were easily understood by the student. The teacher also used polite language in her teaching.

In order to stay in line with the curriculum's standards of classroom management, teachers were required to dress neatly, modestly and cleanly (Habibi et al., 2017). Since the

teaching-learning activity was a non-formal situation due to a part of an English course, the teacher used a casual and appropriate outfit.

The latest technology takes part in promoting interactive learning since it can increase student engagement and participation in the learning process. In the teaching and learning process that we observed, the teacher used an example of ICT (Information and Communications Technology). The teacher used quizizz as an extension of the learning method twice and the student gave a good response to it. Besides quizizz, the teacher mentioned in the interview that she used another website or application such as quizlet. The teacher said,

"For the technology that I have used so far, I usually use quizzes to students in grade 3 or grade 7 of junior high school. However, in some of my meetings, I also use website or application technology, namely Quizlet. Actually, it's similar to Quizizz, but in my opinion, Quizlet has more features, one of the examples is flashcards, which Quizizz doesn't have yet, as far as I know." (English)

For the teaching materials, the teacher mentioned in the interview that the course provides modules based on the student's grade that can be accessed through google drive by the teacher. The teacher also could make their own materials that were suited to the student's needs. The teacher usually created materials based on student textbooks at school and adds several other references related to the material topics in the student books. The teacher said, "For the materials, the teacher actually has received several files via G-Drive. So, after I got two students, the grade 3 of junior high school and grade 7 of junior high school, at the course, the course itself immediately received two links. Besides that, I also usually make it myself, I make it myself. I still follow the material based on the student textbook, but I look for references such as material that is still related to the material in the student textbook. For addition, I usually make my own material, which means that in the student's textbook or in the student's worksheet there are still several things that need to be added like that." (English)

2. Classroom Climate

Student engagement, feedback provision, activity planning, and classroom discipline are established as a Classroom Climate. The

findings showed that the teacher had given the students activity based on their age, abilities and interest. The teacher must encourage the students to ask questions and participate in the discussion. The findings revealed that the teacher already encouraged the students. This was accomplished by giving the students the question-and-answer section where they could ask questions about the material being taught. But there was no homework given by the teacher. This were also proven in the interview, the teacher said:

"If the student has assignments or homework, I will divide the time into 60 minutes. We will study the material, memorise the vocabulary, practice questions such as giving them 5 essay questions, or conduct oral question-and-answer sessions."

The teacher must provide feedback for the student. The findings demonstrated that the teacher had implemented this by correcting the student the right and wrong of their answer and the teacher also acknowledged the students whether or not they understood the answer being corrected by giving them the question. It is mentioned in the interview as the teacher said,

"The way I give feedback on students' work is, first, I will usually tell them what was wrong and what was right. Then, after that I will provide justification for the wrong questions, so they not only know how many questions they got wrong or how many questions they got right, but they will also know the correct answers to the questions they got wrong. After that, I usually also do questions and answers, after they know which answer is correct, I will do questions and answers again so that they understand it better."

The findings established that there were no rules and regulations in the class. Since this was a private class and the teacher only focused on one student, the attention given to the student was enough to make them obedient.

3. Timing and Scheduling

Timing and scheduling were divided into teaching pace adjustment, session timing, and explanation of the syllabus and the subject being taught.

The findings revealed that the teacher adjusted the speed of the teaching according to the subject, the ability of the students, and assignment given by the school. Because of that, sometimes the time allocation was not enough. Especially when there was an activity using a Quizlet or Quizizz, the teacher stated that the student needs more time to answer. The time required was sufficient if there were no problems mentioned before. It was proven in the interview as the teacher said,

“The way I manage my time when teaching, considering that one meeting is only 90 minutes, is actually flexible to the child. If the child has assignments or homework, I will divide the time into 60 minutes. We will study theory, memorise vocabulary, practice questions such as giving them 5 essay questions, or ask and answer verbally. Then for 10 minutes, I will use it as a break, it's up to them whether they want to drink first or play on their cell phone, that's fine. Then I will use the 20 minutes as time to work on the questions again, but via Quizlet or Quizizz, which is less stressful for my students. Then, in my personal opinion, for one 90 minutes meeting, sometimes I feel like it's not enough because besides that, I'm also sometimes a bit tricky when studying via Quizlet or Quizizz, where even though I've only given 20 minutes, sometimes it's still not finished, so it's still it takes about 10 minutes or 20 minutes more.”

The teachers were required to provide an overview of the syllabus and the subject being taught at the beginning of the semester. However, the teacher did not explain the syllabus in the beginning of the semester. The course did not have a specific syllabus or curriculum since the course's system was following the Indonesian curriculum, which was the same as the syllabus that students had in the school and adjusted to the student's needs. The findings showed that the teacher punctually follows the time allocation even though sometimes there were conditions where the time was limited for the teacher. But the time when the observation was held, the teacher started and ended the lesson according to the schedule. The curriculum used are followed as teacher said in the interviewed,

“Yes, that's right, for Genius School they don't have their own curriculum, so 100%

they follow the curriculum from the Indonesian government.”

DISCUSSION

Consistent with previous analyses of classroom management (Moradi, 2020; Popescu, 2014; Rido et al., 2016), the findings from this study showed the teacher's application of classroom management in private tutoring sessions for elementary school students. Effective classroom management in any teaching context facilitates easier and more understandable material delivery for students. The study revealed that the teacher involved in this research applied most classroom management techniques during instruction. This aligns with previous studies (Glotova et al., 2023; Shokirova & Rasulov, 2024; Yung, 2019), showed that the teacher incorporated various elements of classroom management with adjustments tailored to the non-formal education setting. These adjustments included attire, material resources, supporting technology, homework, class rules and punishments, and syllabus explanations.

The researchers also found that there was a type of classroom management that could improve students' abilities in English. The teacher's use of Technology-based classroom management focused on developing student abilities through the effective and result-oriented use of technology. In English teaching, Technology-based classroom management could improve students' abilities through the use of applications and digital media that contributed to students' speaking interaction, as well as allowing students to practise communicating in English, and also contributed to the students' mastery of vocabulary. Digital technology taking a part in the development of students' communication skills (Jannah et al., 2020).

Therefore, in the research that has been conducted, the classroom management strategies chosen by teachers are in accordance with students' needs and contributing to the students' abilities in English through the use of effective strategies. In addition, improving students' abilities is also assisted by active teachers. The application of the use of English directly by students assisted by teachers directly is also very helpful in the effectiveness of developing their communication skills. Teachers who use learning time optimally, by

being able to divide between where the material was delivered and where when reviewed the material, can be through writing or orally.

CONCLUSION

Classroom management is something that is needed in every classroom learning. Each teacher must have a way to manage their own class, adjusting to how the class, students, and the teacher's situation is. In this study, researchers found several factors from classroom management that can indeed affect the development of students' own abilities. In this study it was found that the role of technology used by teachers greatly affects students' speaking skills, because with this technology students can develop their vocabulary. The development of technology is more perfect with the assistance of active teachers, of course, because when getting new things from the technology, teachers can invite students to practise directly, more intensively because classes are private, so students are also more confident. The continuity of classroom management will run well if indeed between teachers and students have good cooperation.

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