

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. The research findings here discussed by present the data from observations and the data from interviews. In addition, the discussion part the researcher described the findings in detail about classroom management.

#### **A. Findings**

The researcher has finished the research procedure such as, observation and interview. The researcher observed one teacher of UPB UIN Antasari. Based on the observation, the researcher conducted observation during the three meetings to describe how the teacher manage the class. And from the interview to find out the difficulties faced by English teacher in managing the class. The researcher made an appointment to the English teacher and came to the class as an observer.

#### **1. Classroom Management Skills Used by English Teacher in Managing the English Class of UPB UIN Antasari**

##### **a. Physical Design of Classroom**

The aspect in physical design of classroom was seating arrangement. Based on the first observation, the seating arrangement that the teacher used in this class is horseshoe. The second observation, teacher used orderly rows when the teacher explained material about vacation, holiday, and travelling. And the

third observation, teacher also used orderly rows when the teacher explained material about past tense.

b. Rules and Routine

Teacher opening the class, greeting the students, checking attendance, getting and explaining material, giving task and homework, collecting students' work and sometimes playing game or music. The teaching and learning process activity was started with greeting the students and asking various kinds of questions such as "Are you okay today?", "Have you had breakfast?" done by English teacher Miss. Sarinah. Before teaching the teacher always opened the class by greeting and praying a started by saying assalamualaikum warohmatullahi wabarokatuh. Next, teacher checked the students' attendance. Teacher warmed up by playing a guessing game for the English song title. Then, the teacher asked students to open an English book on certain pages and discussions, asked students to pay attention to the teacher's explanation. Next, the teacher gave assignment to students individually. The teacher always said "thank you" after the students answered the questions given by the teacher, sometimes the teacher also played music while studying so that the class atmosphere was fresher and not boring.

After explaining all the material, not long after that the teacher closed the class, but before that the teacher first asked the students about the material that has been studied previously. The

teacher also ensured that all students understand the material that has been taught by asking them "do you understand the material, is it clear?", "do you have any question?", then the students asked about the material that has not been understood, and the teacher answered the students' questions by explaining the material again. After that the teacher and the students summarized all the material that has been learned in the class, then the teacher closed the class by saying "assalamualaikum warohmatullahi wabarokatuh".

c. Relationships

Based on the observation, relationship among students, teacher asked students various kinds of questions related to the material and invited them to talk while the other students listened to what their friends were talking about. If one of them cannot answer the question then another students will help to answer. The teacher also invited them to play game together. Teacher-students relationship, the teacher gave open-ended question for the students about the previous material. During the lesson, the teacher sometimes gave some questions to draw the students attention and to check the students understanding. The teacher walks around the classroom to see the progress of students' work, provided reinforcement and gave any help for the student who did not understand with the task. The teacher also gave opportunities for the students who did not understand the material to ask.

d. Engaging and Motivating Instruction

Based on the observation, teacher used textbook that have been provided by the Language Development Center (UPB) UIN Antasari to explain the material. When the students did not understand, the teacher would repeat it and ask the students to look for the difficult work that they have not known yet to be asked to her. Teacher in giving instruction to students with the simple greeting and various kinds of questions, such as hello everybody, good morning, have you had breakfast, have you taken a bath, are you okay today. It means that when the teacher giving instruction to the students, this made motivate the students relax before began the learning. The students did not feel bored when their teacher could make the interest situation. And in monitoring the teacher should be giving attention to the students.

e. Discipline

Based on the observation from teacher to created discipline, teacher tended to gave a treatment or warn when there were students did not pay attention to the teacher instruction. The teacher never gave physical punishment to the students. When the students disturb in the class when the teacher teaching, the teacher just asked them to be quiet or called students name loudly or approached the students and told them to be quiet and students stop their action.

## **2. The Difficulties Faced by English Teacher in Managing the English Class of UPB UIN Antasari in Group Forty Three**

Based on the interview with the English teacher of UPB class in group forty three, there are four aspects that affect in the classroom, namely, students, material, environment, time, and the teacher, but the most common problem in used classroom management was from the students. The problems were discipline and lack of vocabulary.

### **a. Lack of Students' Vocabulary**

Based on the interview, the first problem is lack of students' vocabulary. It is stated on the note of the research.

Teacher: "So there are students who are really lacking in vocabulary, they do not even know common English vocabularies, and they usually use google translate. But there are also students who have quite a lot of vocabulary because they graduated from a boarding school, but the fact is that in the class it is more dominant which is lacking in vocabulary. Actually they have confidence in speaking but lack in vocabulary and because of that they are embarrassed to speak English and it indirectly affects their speaking ability, they become hesitant to speak." (Interview with teacher on April 20<sup>th</sup> 2022)

In lack of students' vocabulary means that the first thing should students do before teaching and learning process students

must have and know vocabulary, at least vocabulary that is often heard and used. The teacher explained,

Teacher: “Therefore, we must often invite students to speak English so that their vocabulary increases and gives them new vocabulary everyday and their speaking ability also improved.”

(Interview with teacher on April 20<sup>th</sup> 2022)

The teacher always has different ways to get students’ interest in learning English, especially in learning vocabulary. Improving students’ vocabulary can be done by choose a learning method to create a fun learning situation. Based on teacher statement,

Teacher: “To overcome this, teacher must be creative in teaching in the classroom, find fun ways or strategies so students do not get bored like learning through songs, there we can find various kinds of vocabulary. And generally teacher uses cooperative learning which is very helpful because students can share knowledge and students will also ask friends without shame.”

(Interview with teacher on April 20<sup>th</sup> 2022)

#### b. Discipline Class

The next difficulties in managing the class is discipline class. According to teacher’s interview,

Teacher: “The next difficulty I face is class discipline. When I explained the material sometimes there were students who talked

to their classmates or were busy alone and did not listen or pay close attention to what I explained. Even though it did not happen often, it also affected the teaching and learning process.” (Interview with teacher on April 20<sup>th</sup> 2022)

The students usually talked to their friends when the teacher talked too. It disturbed the teaching activity when the teacher explained the material, the students did not attention to the teacher. The teacher also added:

Teacher: ” Usually when it was really noisy, I first asked them to be quiet and got their attention by saying hello, I usually asked about something or an activity about the material I was teaching to check their understanding. I also gave motivation and direction so that the students were active in various activities in the classroom, or I went directly to the student and asked him/her to be quiet and then invited him to talk.” (Interview with teacher on April 20<sup>th</sup> 2022)

It means how to respect the English teacher for student when teachers speak in front of class and the students disturb to friend beside him/her. The teacher warned the students when they are disturbed in teaching and learning process is ongoing. The teacher also would give a treatment and motivating the students. The teacher punishes by using treatment such as repeat what the teacher

explained about material be taught. The teacher never gave physical punishment to the students.

c. Material

According to teacher's interview,

Teacher: "In terms of material, I think the material in the book has not been revised, the material is still old material, if it is revised and updated it might be even better. And also because the lecturers at UPB may be too busy, they also have work in other places so there is no free time to revise and update and make variations on the material with other sources or their own sources other than those in the book. I also have several other sources in addition. Actually this will be answered with the interchange book, the interchange was given to us but it is too difficult to teach and it applies to all groups, and in each group the level is different."

(Interview with teacher on April 20<sup>th</sup> 2022)

d. Environment

According to teacher's interview,

Teache: "Sometimes there are the other classes whose voices are loud enough that they can be heard from the next class and that disturbs our teaching and learning activities and our concentration in the classroom. Or there is a repairman doing repairs where the sound is loud and annoying. But sometimes it is something that



cannot be avoided and we can only accept it.” (Interview with teacher on April 20<sup>th</sup> 2022)

e. Time

The next difficulties in managing the class is time. According to teacher’s interview,

Teacher: “The learning time starts at 07.00 am, after that it is close to the midterm exam the time changes to 06.40 in the morning which makes many students come late and automatically makes my teaching and learning activities in class a little hampered because of their lateness. They said that 06.40 in the morning was too early for them, there were even some students who rebelled and made petitions for it, it was like a culture shock for them, they asked for the time to be returned to 07.00 am, they wanted to change it later in the next semester. But it is not a big problem, it is just that it slightly affects discipline in the teaching and learning process.” (Interview with teacher on April 20<sup>th</sup> 2022)

f. The Teacher

According to teacher’s interview,

Teacher: “For myself the problem is that I do not want to say that I am a perfect teacher, I also have shortcomings in teaching, there must be a few or some shortcomings that I have. I feel I am lacking in teaching strategies. Actually my students say that they are happy with the way I teach, my explanation is easy to

understand, but I feel that the strategy I am using is monotonous, but my students say that they like being taught by me, for games sometimes I cannot fulfill the games they want because I do not have any ideas. Maybe it is actually not lacking in teaching strategies but I still have not been able to maximize the use of these teaching strategies. I want my students to be much more active.”

(Interview with teacher on April 20<sup>th</sup> 2022)

## **B. Discussion**

In the discussion section, the researcher showed the answer of the first research question about teacher's classroom management skills in managing the English class of UPB UIN Antasari. The second research questions were the difficulties faced by English teacher in managing the class. The pattern of classroom management has been presented on the data result in the previous part of this chapter:

### **1. Classroom Management Skills Used by English Teacher in Managing the English Class of UPB UIN Antasari**

Based on findings, shown that classroom management skills used by English teachers in managing the English class of UPB UIN Antasari. It was divided into five aspects. There was physical design of classrooms such as seating arrangement which include orderly rows and separate table, teacher rules and routines, relationship among students and teacher-students, engaging motivation instruction such as plan necessary material and give motivation for students to interest in

learning English, and the last is discipline teacher. Classroom management based on the results of observation was various and suitable, the psychological setting of the classroom was comfortable so that the students felt enthusiastic in learning process. The were as below some research:

The consequence of this exploration upheld Garret (2015) that reports that classroom management can be viewed as in five classifications, of which behavioural management and discipline is only one, the other four categories referring to the layout of a classroom, rules and routines, the relevance of relationships and the importance of instruction. The outcome showed, classroom management in view rules and routines and guidance are educated by and thusly influence the connections among students and teachers, in this manner there is a sure cross-over among these four classes. Notwithstanding, what becomes proof from Garrett's depiction of the classifications is that for classroom management to be successful a teacher can and ought to be proactive in getting sorted out students' learning.

Sieberer (2016) with the article supported this research. The result showed that the aspects of positive teaching and learning are explored in everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and

reinstating them), developing rules, and communicating those rules to the students. It means these are all aspects of classroom management.

Akar et al. (2010) who investigated classroom management found the classroom management teachers in mainly consider five themes, namely, the physical setting, planning the first days and motivation, rules and routines, coping with misbehaviors, and establishing teacher-parent cooperation. It was concluded in their study that teachers are inclined more for conventional approach of classroom management where less chance is given to the most important elements of the teaching-learning process, the students.

Based on some research, the researcher was to conclude the research on some explaining based on the research in the findings before so, this section deals with the finding that delivered from descriptive and interpretation of the result of the classroom management skills used by English teachers. After doing that, the researcher presents the description of the data gained the observation based on the classroom management skills used by English teacher.

## 2. The Difficulties Faced by English Teacher in Managing the English Class of UPB UIN Antasari

This section was conducted in UPB UIN Antasari. The objective of this research was to know the difficulties faced by English teacher in managing the English class. The result of the interview done by the researcher that found out the problems faced by English teachers were

lack of students' vocabulary, discipline class, material, environment, time, and the teacher. Six of problems faced by teacher had a solution to restore students' discipline in the class so that learning run as expected and the teacher finds the right strategy that improve student's vocabulary to maximize their ability to receive and absorb the material taught, and the teacher has ways of controlling the situation in the classroom regarding time and environment.

The result of this research supported Akin Sibel et. al (2016) in their research found the classroom management problems most frequently experienced in Turkish schools have been reported to be talking out of turn, making noise, disturbing others, engaging in irrelevant activities, hyperactivity, making fun of other children, inattentiveness, attention deficiency, lack of motivation, chatting, daydreaming and not following instructions, complaining about classmates, nicknaming, and misusing the materials. It concluded that problem faced by teacher influence the successful of learning, such as instructional problem and classroom management.

Salem (2011) in their research found the problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers

and students. All these issues could threaten the whole educational process. The problem faced by the teacher must have a solution to make the classroom active and efficient. The results of this study showed that the level of the classroom problems was medium, from the teachers point of view, there was no statistically significant difference, in the academic problems domain, while there was a statistically significant difference, in the behavioral problems, due to the interaction variables, gender, and school level and experience.

Based on the result of discussion above, difficulties faced by English teacher had a solution to restore students' discipline in the class so that learning run as expected and the teachers find the right strategy that improve students' vocabulary to maximize their ability to receive and absorb the material taught.