ANALYZING LECTURER CLASSROOM MANAGEMENT STYLE

IN ENGLISH CLASS AT UNIROW TUBAN

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ABSTRACT

This study is aimed at figuring out an EFL lecturer's classroom management styles and the students' responses toward the classroom management styles applied in teaching and learning process at English students class 2019 at UNIROW Tuban. This study was conducted under the qualitative case study design. The case involved a lecturer and 18 students. The data were gathered from classroom observation, questionnaire, and interview. Based on the findings, the lecturer dominantly used authoritative classroom. The students presented positive response toward the lecturer classroom management styles. The students tend to listen and act out based on what the lecturer suggested or instructed. The results are expected to raise the EFL lecturers' awareness that managing classroom is valuable. Further research with more representative respondents is recommended.

Keywords: classroom management style; classroom management; students' response

INTRODUCTION

The preliminary observation was conducted in one of the English class in UNIROW Tuban showed that the problem faced by students was triggered by the amount of time they had for practicing English in their daily life. This problem is confirmed Ababneh (2012), who claims that EFL students have little opportunity to utilize the target language in their daily lives [1]. Hence, the only setting in which the pupils can practice their English is the classroom [2]. Moreover, the main setting where they can practice their target language is during classroom activities.

Numerous studies about classroom management techniques have been conducted. Borden (2013) investigated classroom management practices with a focus on lecturers' strategies for raising primary school pupils' academic progress [3]. The results showed that various types of involvement had a favorable effect on lecturers, students, and the overall climate of the school. Hence, in order to make students feel at home and welcome, lecturers must establish a personal connection with each student in the classroom. The other study was carried out by Korpershoek, et al. (2014) who observed about classroom management programs and strategies for new primary lecturers in order to assist them in learning how to manage their classrooms successfully and

to identify interventions that may be able to prevent classroom management issues [4]. The results demonstrated that classroom management helps the lecturer to advance excellently to manage their classrooms and to classify solution to avoid the difficulties in managing the classroom.

This study was conducted to observe the strategies in managing EFL classroom applied by the lecturer and to investigate students' perceptions of the strategies applied. The purposes of this research are to examine lecturer classroom management style and the responds of the students toward classroom management style that used by the lecturer.

THEORETICAL FRAMEWORK
Definition of Classroom Management

A multifaceted concept includes a whole range of different tasks, from designing applicable physical settings, establishing an atmosphere of caring and respect for teaching standards for behavior and responding to violations of classroom norms is define as classroom management [5]. Djamarah and Zaini in Yamin and Maisah (2012, p.34) stated that classroom management is the activity of classroom management in teaching [6]. Classroom management as an action taken by lecturers to create a supportive environment for

students' academic and social emotional learning is also referred to by Evertson and Weinstein [7]. Meanwhile, according to Mulyasa (2004) Classroom management is a lecturer's skill to create and control a conducive learning process to avoid unwanted things happen during classroom learning [8].

Hence, it can be conclude that classroom management is the way lecturer behavior and class organizational influences that lead to an learning environment. These include established regulations for the school and the classroom, lecturer responses to student behavior, and instruction that encourages an environment that is favorable to learning for the students. One of the biggest challenges faced by the lecturers is managing a classroom full of students. If lecturers lack of effective and practical plans, there won't be opportunity for students in worthwhile educational activities.

Lecturers' ability to organize their classrooms and manage their students' behavior is critical to achieving positive educational outcomes. Although good behavior management does not guarantee effective instruction, it does create the environment in which good instruction can take place. In turn, highly effective instruction reduces, but does not eliminate, classroom behavior problems [9] [10].

Purpose of Classroom Management

Djamarah claimed in Wiyani [6] that the goals of classroom management are [11]:
1. For students
   a) Inspire the students to take more personal responsibility for their actions, need and self-control.
   b) Assist the students in understanding that certain behaviors are acceptable in the classroom and that the lecturer's reprimand was intended as a caution rather than an angry response.
   c) Stimulate the students' accountability to embrace in duty and activity.
2. For lecturer
   a) Advance in providing material with opening confidently and appropriate celerity.
   b) Aware of the obligation to provide students with clear instructions.

c) Research effective way to give respond toward the students' behavior.
d) Has more thorough and adaptable remedial technique that can be used to address students' in-class conduct issues.

The Function of Classroom Management

The two basic categories of management functions are organic functions and complimentary functions. Organic functions are linked to all tasks that must be performed by management in order for an organization to function, whereas complementary functions are related to all tasks that, while not required, must be completed in order for an organization to function properly. Kawati & Priansa (2014, p.18) quantified that organizing, acting, coordinating, and regulating are the four fundamental tasks of management [12];
1. Planning in Classroom
   The lecturer must decide which activities would best fit the topic to be covered, which order of activities will have the greatest influence on learning, and how thoroughly to prepare for those activities to be carried out.
2. Organizing of Classroom
   Organizing involves defining the resources and actions needed to achieve the organization, establishing and developing a working group with individuals who can help the organization reach its goals, and appointing someone or a group of individuals to a specific role.
3. Actuating in Classroom
   Acting necessitates the lecturer actively modeling those behaviors that are necessary for learning. Finally, students must be responsible for their own learning, and lecturers can greatly improve students' chances of success by demonstrating the skills required for learning and social interaction through their actions.
4. Controlling in Classroom
   Controlling is the most commonly associated aspect of classroom management, but it actually refers to classroom discipline. Students are ultimately responsible for their own behavior, just as they must motivate themselves to learn.

Management Classroom Style

According to Baumrind (1971) identified 4 distinct classroom management styles related to the amount of control the lecturer demonstrated and the level of involvement of the students in the classroom: authoritarian, permissive, indulgent and authoritative [13].

1. Authoritarian

    The authoritarian lecturer has extensive control over the classroom but little involvement with the students. This lecturer strictly enforces the rules, assigns seats, and gives direct instruction. Authoritarian lecturers avoid close relationships with their students. They frequently have little knowledge of their students' personal lives and place little value on the home-school connection. This lecturer prefers a strategy and will not tolerate disruptive behavior in the classroom. The lecturer expects students to be quiet and discourages them from participating in active discussions. Demands are expected to be met quickly and without question. Any inappropriate behavior is strictly punished.

2. Permissive

    Permissive lecturers exhibit low levels of control and involvement. This lecturer is on leave and does not prepare lesson plans. They tend to "wing it" and rely heavily on movies to keep themselves entertained. The students have taken control of the class, and the lecturer makes few attempts to counteract this. They know very little about the students and have little interest in their success. The permissive lecturer interacts with students little and is more concerned with their own entertainment than with the needs of the students.

3. Indulgent

    The indulgent lecturer is involved with students but has little control over them. This lecturer is concerned about the students and risks losing authority by becoming friendly with them. This lecturer is prepared for lessons but is unable to direct the students sufficiently to present them. Students generally do whatever they want, and the lecturer allows them to express themselves freely. Students are rarely punished, and the lecturer encourages students to make their own choices.

4. Authoritative

The authoritative lecturer has a high level of control as well as student participation. This instructor is firm but fair. The lecturer gives positive reinforcement for good work, encourages class discussions, and considers reasonable consequences for inappropriate behavior. The authoritative lecturer is invested in his or her students' success and is concerned about what happens to them outside of school. The rules are consistently and consistently enforced. This lecturer understands the difficulties that the students face and is considerate when setting expectations. The lecturer promotes student autonomy and independence.

Factors Influencing the Classroom Management

Classroom management success in supporting the achievement of learning objectives Djamarah (2006: 184) in Karwati & Priansa (2014: 28-28). Some important factors influencing are [6] [12]:

1. Physical condition

    The physical environment of the learning environment has a significant impact on the results of learning. A physical setting that encourages learning is a minimum condition for goal achievement. The physical environment consists of:

    a) Classroom where the course learning process

    b) The seating arrangements

    c) Ventilation and lighting.

    d) Items saving settings

2. Socio-emotional

    Condition Socio-emotional conditions in the classroom will have a significant impact on students' ability to learn, their excitement, and how effectively teachers can accomplish their goals. The condition of socio-emotional consist of:

    a) Type of leader

    b) The attitudes of lecturer

    c) Sound lecturer

    d) Development of a good rapport

3. Organizational Conditions

    In general factor organizational condition that influence classroom management be two classification:

a) Internal factor of student
The internal factor of learners connected to problem emotions, beliefs, and actions, individually learners have different personalities, biological multiplicity, intellectual and psychological.

b) Extern factor of students
External factors include the learning environment, student placements, grouping learners, the number of learners, and others. With a larger number of students in the classroom, conflict between students is more likely, which can be uncomfortable.

RESEARCH METHODOLOGY
Research Design
This research includes the type of case study using descriptive qualitative method because the result of the research written in document from verbal conversations of observation, the data presents in words from verbal conversation. Results of this research is described through words from observation, questionnaire, and interview. [14]

Subject of The Research
The subjects of this study is an English lecturer and English students class 2019 at UNIROW Tuban. The participant were 18 students consisting 16 female and 2 male.

Data Collection Technique
In this research, the researchers used three kinds of instruments to collect the data, using observation, a questionnaire (open-ended questions and closed-ended question by Google form) and interview by face to face.

Data Analysis Technique
The researchers conducted the following procedures in order to get the data; first, the researchers used observation to capture the lecturer's and students' activities in the classroom. second the researchers also through questionnaire that administrated to the students. Third, the researcher use interview method by face to face using Creswell (2012) steps in analyzing the interview data. First, the researcher recorded in interviewees' voices using a video recorder. Second, the interviewees' opinions from video tape were transcribed into written form [15].

Table 1. sample in the interview data

Interviewer/ Lecturer	Question and Responses
Interviewer	What classroom managements style that you use for teaching English?
Lecturer	I use authoritative classroom management style because I provides positive reinforcement for a job well done, encourages class discussions and considers reasonable consequences for behavior. For example we discuss about a question in the book.
Interviewer	Is it effective in your class?
Lecturer	Yes, it is effective because I can manage the classroom and I also involve the students to discuss about material and they are active in the class.
Interviewer	How the response students if you teaching English?
Lecturer	The response students are very active in the class. As you can see, the students one by one answer the question in the book and we discuss it together.
Interviewer	Does class preparation matter? How do you manage your class?
Lecturer	Yes it is important to prepare the material that I will teach them by sharing the material before the class so that the students can learn it before the class will be started
Interviewer	If the students turns in a late homework assignment. Is it not problem for you?
Lecturer	The students never turn in a late homework
Interviewer	Does the classroom must be quiet in order for student to learn? Explain!
Lecturer	Yes, it is because if there are some noises, it will effective to learn.
Interviewer	If the students didn't understand. Do they interrupt the lecturer if

	they have relevant question?				
Lecturer	Sometimes they ask about the material after the class				
Interviewer	If the students didn't pay attention in your class. What will you do?				
Lecturer	Sometime if they didn't pay attention I reprimand them like silent please!				

RESULTS AND DISCUSSIONS

Pre Teaching

The teaching and learning process activity was started with greeting the students done by English lecturer. Mrs. Dyah Kurniawati, M.Pd. Media for teaching that used to teach students' Intermediate Reading books.

Observing

Lecturer ask the students read a material. second lecturer explained by oral. When explained the material lecturer used English then translate it to Bahasa Indonesia. Next, the lecturer ask the students to discuss the question and answer it together.

Post Teaching

The lecturer closed the lesson by greeted the students. The lecturer said "Ok. Thank you for your attention, see you, and don't forget to do the homework and I end this lesson by saying wassalamualaikum Wr. Wb.

Interview Result

The teaching learning of English activity will be successful if the lecturer apply and make teaching preparation in order the learning process can be-affective and efficient. The teaching preparation made by the lecturer including lesson plan and selected material. The result of interview is the process of classroom management can handle the class and students feeling comfort and enjoy with their lecturer if the lecturer do not only focus of the material but also make the students understand and enjoy the lesson. It can help to make situation of studying be conducive.

Table 2. Quesionere Result

No	Statements	Always	Often	Sometimes	Rarely	Never
1.	My lecturer is confident in managing current behavior problems in our classroom.	56%	39%	5%	0%	0%
2.	My lecturer is confident in their ability in managing future behavior problems in our behavior problems in classroom.	44%	44%	23%	0%	0%
3.	My lecturer is confident in his/her ability to promote students emotional, social and problem solving skills.	17%	33%	39%	11%	0%
4.	My lecturer coaches positive social behaviors.	17%	28%	33%	17%	0%
5.	My lecturer describes or comment on bad behavior.	11%	22%	45%	22%	0%

6.	My lecturer gives rewards when we targeted positive behaviors with incentives.	28%	28%	33%	11%	0%
7.	My lecturer praises our positive behavior.	11%	28%	55%	6%	0%
8.	My lecturer used clear classroom discipline plan and hierarchy.	28%	33%	28%	11%	0%
9.	My lecturer warns or threaten to send us out of classroom if we doesn't behave.	11%	11%	17%	39%	6%
10.	My lecturer ignores misbehavior that is non-disruptive to class.	0%	6%	6%	33%	56%
11.	My lecturer reviews my progress in reaching goals for individual student behavior plans.	28%	28%	44%	0%	0%
12.	I feel enjoy and discipline during the class.	67%	22%	17%	6%	0%
13.	I obey all what lecturers' regulations.	77%	22%	11%	0%	0%
14.	If you don't understand the lecturer, do you ask the relevant questions?	28%	22%	22%	11%	6%

DISCUSSION

This part discuss the finding of the research question. The findings revealed that there is authoritative classroom management style. In this stye, lecturer has high levels of both control and student involvement. The lecturer provides positive reinforcement for a job well done, encourages class discussions and considers reasonable consequences for behavior. The authoritative lecturer is invested in the success of the students and cares about what happens to them outside of school. This lecturer is understanding of the challenges the students face and considerate when setting expectations. The lecturer encourages autonomy and independence in the students.

CONCLUSION

The classroom management in teaching learning process at English class 2019 UNIROW TUBAN happen smoothly and at their best, enabling effective and efficient learning. To ensure that the learning process is effective and efficient, English lecturers prepare their lessons and put them into practice.

The lesson plan and chosen materials suit into the English lecturer's preparation for the class. The lecturer create a lesson plan that is thought to be pertinent and to be related to core competencies, based competencies, indicator purposes of learning, pre activities, core activities, last activities, the tools of learning, sources of learning, and evaluation where each learning objective is explained.

The implementation Lecturer-student interaction helps the learning process along. Lecturers who are familiar with their students always display enthusiasm in their work. Lecturers look at the teaching-learning process, do the

learning process well, explain the subject matter, and made some games that match the learning material so that the students could have fun while learning.

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