

**CLASSROOM MANAGEMENT USED BY ENGLISH TEACHERS IN ENGLISH FOREIGN
LANGUAGE (EFL)
AT JUNIOR HIGH SCHOOL 6 MANOKWARI**

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Abstract

This study aims to describe the classroom management used by English teachers in teaching English and to identify the problems faced by English teachers in classroom management while teaching at SMP Negeri 06 Manokwari. The researcher employed a qualitative descriptive research design. The subjects of the study were two English teachers. Observations and interviews were used as data collection instruments. The research findings indicate that classroom management is divided into three main points: components of classroom management, objectives of classroom management, and functions of classroom management. The problems faced by English teachers include a lack of student motivation and discipline in the classroom. The teachers have solutions to address these issues by creating a more active, effective, and efficient learning environment. Based on observations and interviews, the implemented classroom management was found to be appropriate. The psychological atmosphere of the classroom was comfortable, making students feel enthusiastic about the learning process.

Keywords: Classroom management, Teaching English

INTRODUCTION

English is one of the world's most widely used international languages, including in our country, Indonesia. This language is also used in various communication types, including business, tourism, technology, science, education, and others. In Indonesia, in Formal schools, English is holding a role as a foreign language. As one of mandatory subject for middle and high schools, this subject must be studied. There are four skills for students to mastery of English which are listening, speaking, reading, and writing. These four skills have to be studied to increase students' English ability.

Teaching EFL at middle schools as a basic foundation of this language is not that easy. Teachers have to really understand their students, their needs, language context, situation, environment, their background, classroom, materials, and many other factors that will lead to a success teaching for teachers, and success learning for students. This is what is called as classroom management. As explained by Putra, Putri, and Haqqi (2022) that a good classroom management can have positive impact to students. It is not only limited to teaching and learning process in the classroom, but also outside the classroom. As an important part of teaching learning process, classroom management is

fully really on the teacher. Thus, a teacher has to have broader ability in “knowledge, competence, and a comprehensive set of teaching abilities” (Gufron, 2022). As mention that teacher’s role in the application of classroom management is a key center, teacher in this case also as a motivator and mediator to their students during the class. Beside that role teacher in understanding the student’s personality is important to motivate the students in the class (Sahid, 2024).

Therefore, education requires teachers in determining the success of the teaching and learning process in the classroom which means conveying knowledge of regulation to achieve learning objectives (Suswanto, 2020). In addition, teaching is a way to convey knowledge about a topic that will be studied by students. The purpose of the teaching and learning process is for students to acquire knowledge. To achieve teaching goals, the teacher is the key who must be creative in choosing teaching materials and strategies so that students can easily understand their knowledge (Ulfa at al., 2019).

Nurhijjah (2019) states that classroom management is any action or strategies used by English teacher so that the classroom environment remains conditional for students learning. Therefore, Classroom management is an effort made by the teacher to create a conducive, comfortable, and pleasant atmosphere in the classroom. In this case, classroom management is action that include all the instructional effort made by the teacher in monitoring class activities such as student is behavior, student order, and the learning process in it. Therefore classroom management refers to series of action to handle the class, as well as to build and orderly classroom environment and support students to actively participate in the class activities (Chen & Lu, 2022).

From the description above, it can be concluded that classroom management is an effort to utilize the potential of classroom teachers to organize learning activities and motivate students to make learning effective and fun. Classroom management efforts to maintain class order. Researcher has a concern with the English Foreign Language (EFL) class at Junior High School 6 Manokwari, in which the class was not running as expected as an EFL class. Based on the researcher experience and observation during the Teaching Practice in this school, many students had difficulty concentration in the process of learning English. It is because English is difficult to digest and understand, as English as holding a role as a foreign language and become a strange language to them. What is more, many of them were prefer busy talking with friends, rather than paying attention to what the teacher explained, some were busy with their phones, and some were passive. Therefore, researcher interested in conducting a study entitled “Classroom Management Used by English Teachers in English Foreign Language (EFL) at Junior High School 6 Manokwari.”

METHOD

This research method is qualitative research in descriptive form. In this study, researchers will observe the teaching and learning process carried out by English teachers in grade seven and eight at Junior High School 6 Manokwari. Nawawi (2000) The descriptive method is a problem-solving procedure by describing the condition of the subject or object of research at a certain time based on facts that are visually evident. Sugiono (2012) states that qualitative research pays attention to texts or subjects or research objects in natural settings whose procedures produce descriptive data. Descriptive data is used to describe how the English teacher's class management in the

process of learning English. This research applied observation and interview as techniques for data collecting.

In the data collection techniques, the researcher applied collect observation and interview data on different days. The first day, before data collection. The researcher will prepare a list observation, explain to the teachers the observation begins when the teachers carry out the teaching and learning process in the class. Next the teacher starts the teaching and learning process, and researcher will observe and record the video until the end of class. The last day, before data collection. The researcher will prepare a list of questions, explain to the teacher that the interview will start in one hour and during the interview it will be record. Next after interview the researcher say thank you, then close the interview.

RESULTS AND DISCUSSION

Results

The researcher has completed the research procedure such as observation and interviews. The researcher observed two English teachers at Junior High School 06 Manokwari: teacher A in grade VII, and teacher B in grade VIII. The data collection process took three days, the researcher conducted observations during two meeting on different days to determine the classroom management used by English teachers. And the last day, the interviews to find out the actions or activities carried out in the classroom, and the problems faced by English teachers in classroom management in English teaching. The classroom management used by English teachers in this observation will be explained below:

1. Classroom management used by English teachers in English Foreign Language (EFL) class at Junior High School 6 Manokwari.

- a. Component of classroom management
1. Physical design of classroom.

The arrangement of classroom furniture and determine the locations of instructional areas constitutes the planning of the physical design of the classroom. A key aspect within the physical design of the classroom is the seating arrangement. In relation to seating arrangement, teacher A and teacher B have varied seating arrangements based on the materials being taught and the activities undertaken.

Supported by Harmer (2005), who stated that the "horseshoe" seating arrangement facilitated the effective delivery of material, enabling the teacher to monitor students when asking questions, answering, or providing information, encouraging eye contact, and facilitating expressive body movements (raising eyebrows, shrugging shoulders), among others. Meanwhile, the orderly row is a beneficial arrangement for both teachers and students, meaning they face each other, making it easier for the teacher to explain the material and also allowing them to see all of the students' activities, even those happening down the aisles. Therefore, Teacher A used the horseshoe seating arrangement, with the teacher's desk positioned in the middle. Conversely, Teacher B used the orderly row seating arrangement, with the teacher's desk located on the right side.

In other words, the seating arrangement model for students is crucial in the learning process conducted in the classroom. Every teacher has a different seating

arrangement model for students. However, their goal is the same: to ensure that students can clearly see and hear the material or instructions provided by the teacher.

2. Roles and routine.

The next component of classroom management is establishing roles and routines. Teacher greet students, ask about the situations, pray before teaching and learning process begins, the teacher checked attendance, gave the material, assignment, collected students work, and used positive language.

Supported by Garret (2014) that rules and routines both communicate expectations about behavior. However, classroom rules are generally about overall behavior, whereas routines are much more specific to particular tasks and usually provide direction on how those tasks should be completed, rather than trying to prevent certain types of behavior. Meanwhile (Emmer & Gerwels, 2006) states that most routines are divided into three broad categories: movement routines, lesson routines, and general procedures. Both are important components to being effective plan classroom management and strive to develop an environment conducive to learning.

Based on the observations, teacher A greeted their students and inquired about their well-being, mentioning the names of those present one by one. The Teacher than presented material on prepositions, assigned group tasks to be done in class, and answered questions from the student positive language was used by the teacher. When the students answered questions, there was applause, praise such a "Well done, great job". In class roles required students to bring a dictionary, seek permission, or discuss using English. The teacher provided positive sentences to encourage students to be more active in responding and to show interest, thus enhancing their participation in tasks, responsibilities, and every day in class.

During the observation by the teacher B, teacher greet students, pray before teaching and learning process begins, checked the attendance of each student. Then, they provided material on narrative text, gave individual tasks to completed, and discussed together regarding the text structure. The students were very enthusiastic in answering because the task given was about an interesting story. The teacher also used positive reward such as "good job" and very good" giving applause to all students who actively participated in answering the questions posed by the teacher. Moreover, the role in the class required students to bring their English module and dictionary.

3. Relationship

The third is classroom management by developing caring relationships. Garret (2014) mentioned that relationship caring teacher to student and student to student. Many strategies that communicated care could be implemented during class hours, such as smiling and greeting students at the door. Other strategies required investment of time outside the classroom talking to students, attending school events, providing thoughtful feedback, and so on. Meanwhile, a good way to help students build relationships with their classmates was through community-building activities. These were classroom activities that helped students learn more about each other as individuals or helped them learn to collaborate as a team. This was to develop a caring and respectful classroom environment where students respected each other and as a result, academic and socio-emotional learning could take place.

Based on observation, the teacher's concern for the students was developed. Teacher A asked about the students' condition, if they had breakfast, and explained that having breakfast greatly enhances learning enthusiasm in the class. The teacher divided the groups to work on tasks in the class. Meanwhile, the students supported each other by helping to provide information related to the material. Student A had difficulty understanding the material, and student B helped, even providing examples. To advance the students, the teacher supported students who advanced other students. If the teacher gave an example sentence or asked one student to answer, other students would mention the names of other students, like "Martha can, ma'am." The class would become a place for every member to express their feelings and work together.

And observations from teacher B, developing caring techniques for students, with the teacher evaluating the material in the previous week. Next, the teacher asked the students to ask questions regarding the material presented, and for some who didn't understand, the teacher explained again. Meanwhile, supportive students and teacher give assignments individually and if someone understands it will be explained by other students. In this case the teacher also pays attention to the students and occasionally asks questions to reflect on the students' brains in doing the assignment. And promoting student to student, most students nominate friends who they feel already understand to answer the questions asked by the teacher.

4. Motivation

The fourth component of classroom management was teaching that involved the use of teaching techniques that enhanced students' motivation and interest in learning. Therefore, clear communication about behavior and academic experiences as well as a conducive classroom environment for learning was emphasized (Wheldell, 1990)

Based on the observation. Plan the necessary materials. Based on the initial observation, teachers A and B used textbooks and modules provided by the school to deliver the material. Teacher A used pictures as additional media to deepen students' understanding of prepositions, and the student paid attention to what the teacher explained. Based on observation, the teacher showed specific pictures, and the students made sentences. Some students didn't understand, so the teacher provided multiple picture examples and asked students to complete the sentences alternately. On the other hand, teacher B used PowerPoint as an additional medium to deepen students' understanding of narrative texts. The teacher provided short examples of narrative texts. If students didn't understand, the teacher would explain again and provide a short text, and the students determined the sentence structure from that narrative text.

Teachers A and B in delivering instruction to students simply greeted them, such as saying hello everyone or good morning. This means that when the teacher gave instructions to the students, it motivated them to relax before starting the learning process. Students didn't feel bored when working on tasks; the teacher could create an engaging atmosphere. And in monitoring, teachers had to pay attention to the students.

5. Discipline

The fifth component of classroom management is discipline, including how to treat students, prevent, and respond to behavioral problems. Therefore, the fifth component is unique in the classroom management model because it includes preventative teaching strategies (strategies designed to prevent bad behavior from

occurring) and responsive teaching strategies (strategies that respond to bad behavior after it occurs). explained by Garret (2014)

Based on the observations of teachers A and B regarding the application of discipline, teachers tended to provide treatment or warnings if students did not pay attention to the teacher's instructions. Teacher A took actions if a student started to become disruptive and unfocused, using a game method as a warm-up to refocus the students. On the other hand, teacher B, when a student disrupted or started to become disruptive, would simply call out the student's name loudly, and the student would stop their actions.

b. Goals of classroom management

Social-emotional learning encouraged the growth of social skills and the ability to express emotions maturely. Supported by Evertson and Weinstein (2006) in Chandra (2015) The classroom was managed well only if the teachers created an environment that encouraged both types of learning. Teachers should develop caring, supportive relationships with and among students; organize and implement instruction in ways that optimize students' access to learning; they may use group management methods that encourages student engagement with academic tasks; promote the development of student social skills and self-regulation; and use appropriate interventions to assist students who have behavior problems.

1. Creating academic learning atmosphere

Based on the observation. Teacher A created a good academic atmosphere by explaining the material on prepositions, providing examples with pictures, and giving students tasks to create sentences from those pictures. The atmosphere in the class for writing, reading, or listening, was all well-organized and very clear. Meanwhile, Teacher B created a good academic atmosphere by explaining the material about narrative text, providing interesting and easily understandable story examples to the students. And the classroom atmosphere, whether writing, reading, or listening, was all well-organized and very clear.

2. Creating social skills and capacity to explore emotions

Based on the interviews. Teacher A created and supported students in expressing social skills and exploring emotions. Specifically, the teacher divided students into 5 groups and assigned tasks. Here, the teacher acted as a facilitator in overseeing students explaining and even providing examples related to the material, working together to complete tasks on time, and so on. Meanwhile, Teacher B Creating and supporting students in expressing social skills and exploring emotions. Specifically, the teacher posed questions and asked students to explain related to narrative text and create short texts and narratives. The students were divided into 5 groups and given tasks. Here, the teacher acted as a facilitator in overseeing students explaining and even providing examples related to the material, completing tasks on time, and so on

c. Function of classroom management

The function of Classroom management that must be performed by the teacher include, planning, organizing, leading, and controlling

1. Planning

Based on observation, Teacher A and B each prepared lesson plans, materials, methods, and media including what was used in class. According to Cooper et.al (2011) in the teaching role, teachers had to make decisions related to three basic teaching

functions: planning, implementation, evaluation. These functions required teachers to make decisions. Therefore, teachers needed to make plans to reflect on and consider long and short-term plans, students' progress in achieving goals, availability of materials, time needs for specific activities, and so on.

2. Organizing

The teacher prepares learning objectives before the learning process begins so that the teacher applies or carries out certain strategies so that students understand the material. Based on the observation, teacher A used a discussion method, so if there were any students who didn't understand yet, other classmates could explain, and the teacher would provide additional explanations and give examples again if needed. Meanwhile, Teacher B used a lecture method in which the teacher explained the material using PowerPoint, and students who didn't understand would ask the teacher, and the teacher would clarify and provide examples again.

3. Leading

Each of these two teachers has different leading styles. During the teaching and learning process, when Teacher A writes anything on the board, they ask the students to read it together so that the students get used to the pronunciation of English. For each word, the teacher asks the students about its meaning and engages in other activities that stimulate students to comment or give their opinions. On the other hand, in the learning process, Teacher B explains the material, provides examples, and asks students to provide other examples related to narrative text. One student answered with the story of Snow White, and so on.

4. Controlling

The control in the classroom conducted by the teacher. based on observation, Teacher A controls the students very well, overseeing every activity they do in class. They observe and monitor each student's progress in understanding the material being delivered. When a student doesn't understand, the teacher explains it again individually and provides examples, and classmates also assist. During the teaching process, Teacher A also creates games to re-energize and refocus the students. Meanwhile, Teacher B monitors every activity the students do in class and observes their progress in understanding the material. If a student doesn't understand, the teacher will repeat the explanation.

2. The problems faced by English teachers in maintaining classroom Management.

Based on interviews with English teachers for classes VII and VIII, the most common classroom management problems arise from students.

Teacher A:

"Masalah siswa yang saya dapati di kelas yang pertama ialah kurang motivasi belajar, oleh karena itu kebanyakan siswa mungkin ada kekurangan vocabulary jadi sering tidak paham apa yang kita sampaikan dalam bahasa inggris. Dan juga kurang disiplin, karena aturan yang di terapkan sebagian siswa yang tidak menjalankan aturan tersebut." (Interview with teacher on May 22nd, 2024)

["The problem I found with students in the first class were a lack of motivation to learn, hence many students might have a vocabulary deficiency, resulting in

often not understanding what we convey in English. Also, there was a lack of discipline because some students did not adhere to the rules implemented”]

Teacher B:

“saya sering mengalami siswa yang kurang motivasi belajar, salah satunya siswa kekurangan vocabulary sehingga kurang semangat dalam menerima materi. Dan juga siswa sebagian besar tidak menjalankan aturan salah satunya kewajiban siswa membawa kamus Bahasa Inggris.” (Interview with teacher on May 22nd, 2024)

“I often encounter students who lack motivation to learn, one reason being their limited vocabulary, which results in less enthusiasm in absorbing the material. Additionally, most students fail to adhere to the rules, such as the obligation to bring an English dictionary”]

Therefore, some students lacked English vocabulary. Consequently, students had difficulty understanding the material when it was presented in English. Each student had different learning motivations in restoring the spirit of learning; indeed, some students were unaware of themselves, thus preferring to use or be motivated by others, friends, classmates, or the teacher. Therefore, teachers also played a crucial role in building students' enthusiasm for learning in the classroom.

Teacher A:

“ya kebanyakan saya menggunakan metode game dalam menangani siswa yang ribut atau berdiskusi dengan temannya, karena siswa SMP itu transisi dari SD jadi masi memiliki sifat kanak-kanak”. (Interview with teacher on May 22nd, 2024)

“Yes, most of the time I used game methods to handle noisy students or those who were discussing with their friends because junior high school students are transitioning from elementary school and still have childish traits”]

Teacher B:

“saya lebih sering menegur dengan memanggil nama siswa tersebut, dan memberikan peringatan kepada yang lain agar tidak ribut, dan saya biasanya akan menanyakan materi yang saya sampaikan dan siswa menjelaskan atau saya akan menanyakan arti dari kata-kata tertentu yang di pelajari dari topik tersebut. Siswa diwajibkan membawa kamus tetapi hanya sedikit siswa yang menjalankan aturan tersebut”. (Interview with teacher on May 22nd, 2024)

“I mostly addressed the issue by calling out the name of the student and giving a warning to others not to be noisy. Then, I would typically ask about the material I was teaching, and students would explain, or I would inquire about the meaning of specific words learned from that topic. Students were required to bring a dictionary, but only a few adhered to that rule”]

The teacher had an important role in controlling the students in the classroom. So every activity in the classroom had to be planned and in accordance with the rules

agreed upon by the teacher and the students. Therefore, discipline in the classroom had to be well-maintained. This ensured that the teaching and learning process ran smoothly and effectively.

Teacher A:

“cara mengatasi masalah, yang pertama siswa yang kurang vocabulary, di awal materi di mulai saya akan memberikan beberapa kosa kata yang terkait dengan topik. sehingga dalam proses belajar ketika membuat contoh mereka sudah bisa, dan kosa kata baru yang tidak mereka ketahui artinya maka mereka akan lihat di kamus. saya juga sering membuat tugas kelompok di kelas sehingga siswa sering shering dengan teman akan membangun percaya diri dan motivasi untuk belajar. Dan untuk siswa yang kurang disiplin saya sering memberikan contoh dan motivasi kepada mereka agar lebih semangat dalam belajar. dan juga kita sebagai guru memilih metode yang tepat dan sesuai sehingga memudahkan kita dalam meminimalisir masalah”.

[“How to overcome the problem, firstly, students who lack vocabulary, at the beginning of the material I will give them some vocabulary related to the topic. so that in the learning process when they make examples they can, and new vocabulary that they don't know the meaning of they will look in the dictionary. I also often make group assignments in class so that students often share them with friends to build self-confidence and motivation to learn. And for students who lack discipline, I often give examples and motivate them to be more enthusiastic about learning. And we are teachers choose the right and appropriate method so that it makes it easier for us to minimize problems”]

Teacher B:

“untuk mengatasi masalah, harus memilih metode pembelajaran yang tepat sehingga meredakan masalah yang muncul, dan untuk siswa yang kurang vocabulary, kami sama-sama mencari arti dari kata yang mereka tidak tahu agar termotivasi dalam belajar. Dan untuk siswa yang kurang disiplin dengan cara mengingatkan kembali setiap aturan yang sudah di sepakati Bersama”.

[“To overcome problems, we must choose the right learning method so as to reduce the problems that arise, and for students who lack vocabulary, we both look for the meaning of words they don't know so that they are motivated to learn. And for students who lack discipline by reminding them of all the rules that have been mutually agreed upon”]

The teaching method had to be carefully tailored to the topic and the students' conditions. Students had varying levels of understanding. Thus, teachers needed to balance between teaching methods and students' conditions to achieve the target understanding of students in a topic.

Therefore, the problems faced by teachers in the classroom included a lack of student learning motivation, and student discipline. Teachers were the key to the teaching and learning process in the classroom, not only providing material and achieving students' targets in understanding the material, but also ensuring that learning motivation and discipline in the classroom were learned well and effectively.

Discussions

In the discussion section, the researchers presented the answers to the first research question about the classroom management used by English teachers in teaching English. The second research question addressed the problems faced by English teachers in managing their classrooms. The classroom management patterns had been presented in the data findings in the previous section of this chapter:

1. Classroom management used by English teachers in teaching English.

Based on the findings, the classroom management used by English teachers in teaching English was good at SM Negeri 06 Manokwari. It consisted of classroom management components including Physical design of classroom, roles and routines, relationships, motivation, and discipline. The goal of classroom management consisted of creating an academic learning atmosphere and creating social skills and capacity to explore emotions. And the functions of classroom management consisted of planning, organizing, leading, and controlling.

The results of this study supported Garret (2014) who reported that classroom management could be considered in five categories, where management behavior and discipline were only one; the other four categories referred to classroom layout, rules and routines, the relevance of relationships, and the importance of teaching. The research results indicated that classroom management already incorporated rules and routines, as well as instructions informed by and in turn impacting the relationship between students and teachers, resulting in some overlap among these four categories. However, what serves as evidence from Garrett's categorization is that for classroom management to be effective, teachers can and must be proactive in organizing student learning.

Meanwhile, Evertson (2006) explained that the goals of classroom management were divided into two, namely creating an academic learning atmosphere and creating social skills and capacity to explore emotions. The research results showed that classroom management related to creating academic learning, social skills, and exploring emotions between teachers and students were very evident from how teachers delivered materials and provided opportunities for students to express their emotions and skills. Teachers played an important role in stimulating and creating a learning atmosphere that was liked by students. In other hand, each teacher had different classroom management styles. However, each teacher provided comfort in teaching in the classroom, allowing students space to express themselves and give opinions. The teaching-learning process proceeded smoothly between students and teachers. Additionally, the teachers also had very good communication in managing the classroom, ensuring effective classroom management.

Suswanto (2020) explained that the function of classroom management consisted of planning, organizing, leading, and controlling. The research results indicated that every teacher prepared Lesson Plans, materials, teaching aids, and had already determined the methods to be used in teaching in the classroom. Furthermore, the learning process in the classroom proceeded very well and effectively.

2. The problems faced by English teachers in maintaining classroom Management.

This section was conducted at SMP 06 Manokwari. The aim of this research was to identify the problems faced by English teachers in classroom management during English teaching. The interview results conducted by the researcher found that the problems faced by English teachers were lack of motivation and discipline among students in the classroom. Both of these problems faced by the teachers had solutions to restore discipline among students in the classroom so that learning could proceed as expected, and teachers found the right strategies to encourage students' enthusiasm and motivation to maximize their abilities in receiving and absorbing the taught material.

The findings of this research were supported by Akin Sibel et. al (2016) in their study, which found that the most common classroom management issues experienced in Turkish schools were reported as talking out of turn, causing disruptions, disturbing others, engaging in irrelevant activities, being hyperactive, mocking other children, lack of attention, lack of motivation, chatting, daydreaming, not following instructions, complaining about classmates, name-calling, and misuse of materials. It can be concluded that the problems faced by teachers affect the success of learning, such as learning and classroom management issues.

Sanli (2019) in his findings. Classroom teachers identified the most common problems they encountered in classroom management as: parental avoidance in taking responsibility for students, Utilization of verbal violence, Foreign national students, Lack of motivation, Not fitting into the common lifestyle, Problems arising in environmental maintenance, Talking without permission, Undisciplined behavior, Difficulties caused by data Avoid taking responsibility, Physical environment and deficiencies, material-based difficulties Inadequate course equipment, Inadequate school physical conditions. from the results of the research show, Classroom teachers evaluate themselves in classroom management and express that some teachers see themselves as having effective communication skills, they are more empathetic towards their students, they set rules and expectations together with students and are able to maintain student motivation; while other teachers see themselves as inexperienced, impatient with their students and some state that their shortcomings are caused by their inability to guide their students properly.

Based on the discussion above, the problem faced by English teachers have solutions to restore student discipline in the classroom so that learning progresses as expected, and teachers find the right strategies to encourage student motivation to maximize their ability to receive and absorb the material taught.

CONCLUSION

Classroom management in the teaching and learning process is divided into classroom management components, which include classroom physical design, roles and routines, relationships, motivation, and discipline. The goals of classroom management consist of creating an academic learning atmosphere and fostering social skills as well as the capacity to explore emotions. And the functions of classroom management consist of planning, organizing, leading, and controlling. So, these three main components support good classroom management in teaching English at SMP 06 Manokwari. So, the classroom management during the teaching and learning process in the class went well and optimally, allowing the learning process to proceed effectively and efficiently.

The problems faced by English teachers are twofold: lack of student motivation and classroom discipline. Both of these issues have solutions to restore student discipline in the classroom so that learning progresses as expected, and teachers find the right strategies to encourage student motivation to maximize their ability to receive and absorb the material taught.

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