AN ANALYSIS OF ENGLISH TEACHERS DIFFICULTIES IN CLASSROOM MANAGEMET AT SEVENTH GRADE UPTD SMP NEGERI 4 GUNUNGSITOLI IN 2023/2024

By Melfan Widia Krisdayanti Hulu

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UNDERGRADUATE THESIS

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

English is one of the foreign languages taught in education levels of many countries around the world, especially in Indonesia. It opens access to knowledge and opportunities in various fields. In learning English, classroom management is one of the important aspects in teaching English used by English teachers influence the English learning process become success and achieve the target or goals.

Curriculum is a fundamental part of educational program. Curriculum refers to the means and materials with which students will interact for the purpose of achieving the identified educational outcomes. As stated in the Law No. 20/2003 about National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for implementation learning activities to achieve specific educational goals. One of the curriculum that has been implemented in the world of education is Independet Curriculum. UPTD SMP Negeri 4 Gunungsitoli appliying Independet Curriculum. In implementing it, Teachers are expected to be able to manage the classroom well and in an interesting way.

English teacher are challenged to be able to manage the classroom, including creating and maintaining of the optimal learning conditions (Diniatulhaq et al. 2020:2). As a controller, whisperer, and observer, the teacher has a duty to create joy environment, strong motivation, and good influence, as well as students can receive lessons well and the process of taking and releasing input and output in the minds of students is optimal.

According to Putri and Adnan (2022:1) stated that Classroom management is one of crucial things to maintain an effective, efficient, and conducive classroom atmosphere for student learning. The challenging part of classroom management is making sure that students feel they are in an environment that allows them to achieve their goals. Also, according to Afriza in Prahesti (2023:10) stated that Classroom management is the effort

did by the teacher in creating and maintaining the optimal condition in the teaching and learning process so that the learning objectives can be achieved. Classroom management is regular provisions necessary to create and maintain a classroom environment to achieving the learning goals.

Classroom Management are implemented when teachers teach the students in the classroom. With this Management, it is hoped that all teachers can implementing Classroom Management. Teachers are able to teach english material well and precisely and students will able to participate and actively develop their potential.

In reality, based on the preliminary research during the internship activities 3 at the seventh grade of UPTD SMP Negeri 4 Gunungsitoli which implements Independent Curriculum and apply the Classroom Management in teaching learning process especially for English subject, there are several indications of difficulties faced by an English teachers in the teaching learning process in the classroom. Such as English teachers difficult to manage the classroom during teaching learning proccess. This condition influence the students can not achieve standard of minimum completeness.

Regarding the explanation above the researcher interest conduct descriptive qualitative research to investigate the difficulties encountered by teachers in teaching English in Classroom Management. According to Mukhtar in Mahmudah et al (2023:2), a qualitative descriptive research method is used by researcher to find knowledge or theories about research at a particular time. Meanwhile, according to Sugiyono in Kurniawan et al (2023:4) stated that Qualitative research is concerned with the text or subject or object of the research in a natural setting which produces descriptive data. Descriptive data is used to describe how is the English teachers' difficulties Classroom Management in teaching the English learning process. The researcher obtained the data from lesson plan, interview, questionnare, and observation of English teacher. The difficulties investigated were in three points firstly namely difficulties in preparation difficulties in implementation and difficulties in assessment. Then, the Researcher also investigated all the implemented of activities each step of

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Classroom Management namely, observing, questioning, experimenting/collecting the data, associating, and communicating. Thus, the researcher would like to entitle this study as "An Analysis of English Teachers Difficulties in Classroom Management at Seventh Grade of UPTD SMP Negeri 4 Gunungsitoli in 2023/2024".

1.2 Focus of the Research

In this research there are researcher's focused as follow:

1. To analyze the English teacher difficulties in classroom management
2. To analyze the factors that causes English teacher difficulties in classroom management

1.3 Formulation of the Problem

Based on the focuses, the research questions are formulated in following questions:

1) What are the difficulties faced by English teacher in classroom management ?
2) Why does the factors causes the English teachers difficulties in classroom management?

1.4 Objective of the Research

Objective of this research is to analyze the English teachers' difficulties in Classroom Management and the factor that causes it, at seventh grade of UPTD SMP Negeri 4 Gunungsitoli.

1.5 Significances of the Research

The significance of this research are:

1) For the Students, the researcher hopes that this research can help students to interest and have motivated to actively in learning activity.
2) For the Teachers, this research is expected that English teachers can find out the factors that causes difficulties in classroom management in learning actitivity.
3) For the School, the research this can be useful as a learning innovation effort.

4) For Readers, it can be used to increase knowledge especially about Classroom Management

5) For the Researcher, this research is use as knowledge, experience, and as the requirements for completing a bachelor degree in English education.

6) For the next Researcher, this research is expected to be a reference source for further studies.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 The Independent Curriculum

To improve students' learning disposition, schools and other educational components are starting to change and adapt (Rosmana et al., 2023). As stated, since the year 2019, the Menteri Pendidikan dan Kebudayaan (Mendikbud) RI, Nadiem Anwar Makarim, has been encouraging the use of a new curriculum known as the "Independent Curriculum" (Direktorat Sekolah Dasar 2022). Based on the theories of these experts, it can be said that the "Independent Curriculum" is the latest curriculum launched by the minister of education to support students' independent learning.

The Independent Curriculum is an educational institution that has the ability to innovate and provide support during the long learning process (Pratiwi et al., 2023). The education board includes teachers, students, and even the other student's peer. Supported by Fitriyah and Wardani (2022) said that the Independent curriculum initiative has changed the educational landscape in Indonesia, which formerly only focused on the teacher as the focal point of classroom instruction.

The revision of the Independent Curriculum requires a shift in the paradigm of classroom instruction, with an emphasis on student engagement, flexibility, and more current instruction. Independent Curriculum brought many changes to learning methods, which resulted in problems in classroom management (Mubarok et al, 2023). From this opinion, the researcher concluded that implementing the Independent Curriculum is a challenge for teachers to manage the class. Thus, all subject teachers in schools will face this difficulty, especially English teachers in teaching English.

2.1.2 The Function of Independent Curriculum

Independent Curriculum is utilized as a program that strives to provide comfortable learning environments for instructors and students, according to the Secretariat of instructors and Education Personnel in Suhartono (2021:13). This program is a way to change policies in order to bring back the essential elements of the assessment objectives that were previously overlooked. The law's mandate for the national education system is to grant schools autonomy in incorporating the curriculum's core skills into their evaluations.

It is clear from the previous sentence that the idea of autonomous learning is one that is predicated on a positive learning environment. This initiative seeks to reinstate government controls for education in addition to creating a welcoming learning atmosphere. The independence of schools to administer tests and carry out the curriculum in conformity with local circumstances is ensured by law.

Independent Curriculum was developed in response to the demand for more human resources as we enter the fourth industrial revolution, according to Suhartono et al. (2020:185). It is believed that by giving educators and learners autonomy, creativity, independence, and innovation would result. The teacher movement must lead this as it is a crucial aspect of education.

According to the aforementioned viewpoint, community competence has to be renewed in order to deal with the challenges posed by the fourth industrial revolution. The government created a new education system known as autonomous learning to get ready for this. The program's goal is to enable instructors to actively lead learning by fostering students' creativity and inventiveness.

2.1.3 The Characteristics of Independent Curriculum

Education during the Independent Curriculum era affords instructors numerous opportunities to practice critical thinking, particularly for pupils. Numerous learning approaches, such as blended learning,

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project-based learning, problem-based learning, and exploration learning, can be used to apply the Independent Curriculum. Teachers play a crucial role in promoting students Independent Curriculum since the idea of autonomous learning enables students to be able to manage learning materials independently (Nanda et al., 2020: 113–114).

Mulyani in *Noventari* (2020:87) explains that the concept of independent learning is actually inspired by a philosophy originating from the thoughts of Ki Hajar Dewantara. This thinking directs enthusiasm and finds the concept of educating children to become individuals who have freedom of mind, spirit and energy or body. The essence of independent learning inspired by Ki Hajar Dewantara's thoughts can be traced through the principle of the among system.

The concept of independent learning linked to the among system can provide as much freedom as possible for children. However, even though independence has been granted, it does not mean that you can use that freedom freely through actions and actions as you please. The right to independence still has limits so that children are always in a corridor that is relevant to educational goals. Namely forming a noble personality and character of the Indonesian nation (Noventari, 2020: 88).

According to Makarim in Maghfiroh (2020:145), the essence of "freedom to learn" is freedom of thought. This must be done first by teachers before it is transformed to students. The Minister of Education and Culture added that learning will not occur if teachers cannot translate or understand the basic competencies and applicable curriculum. Sa'diyah (2020:253) believes that the independent learning policy can complement the things that are lacking in education today. This policy is more focused on improving human resources. The process of improving the quality of not only students, but also teachers is expected to be able to develop learning competencies so that they can run effectively. Requires creativity and curriculum development to design and evaluate learning.

From the explanation above, it can be concluded that independent learning develops the potential of students and teachers. Students not only

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learn to know something, but also learn to express opinions and develop their potential. In independence, teachers learn to actualize themselves with the various abilities they must have. Freedom to learn is not just a series of curriculum in the classroom, but an evaluation process and progressive steps taken by teachers and students.

2.1.4 The Classroom Mangement

a. The Definition of Classroom Management

There are various definitions of classroom management. Classroom management is one of the controversial issues that are not far from the students' attitude toward English learning. Gultom & Saun (2016) stated that Classroom management is defined as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. Based of the opinion above it is conclude that the teacher is the most important factor in classroom management who needs to support the learning process.

Furthermore to Mirzaee & Rahimi (2017) stated that the activities a teacher must carry out to generate outcomes in a nurturing atmosphere and facilitate academic and social-emotional learning. So, it is seen that even though curriculum policy has designated classroom management instructions as a fundamental component of teacher training, it is still highly necessary to include the teacher's role in classroom management.

In general, classroom management refers to the teachers' way in applying classroom management, such as applying teachers' skill to manage activities in class, explaining materials to achieve the goal in the learning process, and having a good social interaction with each student (Irawati & Listyani, 2020). It means that teachers' behavior is helpful in the interaction between teachers and students in classroom activity.

In conclusion, classroom management is one of the teacher's strategies in creating and maintaining a classroom environment. Teachers who use classroom management techniques that have been proven to be

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effective in managing their classes better and positively influence student achievement and behaviour.

b. The Elements of Classroom Management [1]

Classroom life involves planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems. According to McLeod et al in Nurpadilah (2023) in analyzing the work of the teacher, these three key elements stand out as critical components of Classroom management:

1) Managing Time and Space

Efficient use of time is an important variable in helping students achieve learning goals and making the classroom a fun place for teachers and students. The present emphasis on standards and high-stakes assessment also affects how time is allocated in the school day. Most standards-based curricula are rigorous courses of study that in most instances, specify achievement of many more objectives than can be taught to an appropriate depth. This results in teachers spending their days reviewing material that students have not yet fully mastered while simultaneously being pressured to move on to other objectives. Therefore, a high-quality teaching program requires efficient use of time and space. This requires accessible, well organized, material-rich classrooms and inviting spaces where students can work alone, in groups, and with the teacher.

2) Student Behavior

Strategies to build and maintain a good learning environment include creating a positive classroom climate; establish and teach standards, rules, and procedures; develop strategies to focus on preventing bad behavior and teaching self-control; and ultimately emphasizes the teaching of discipline to students. These strategies represent a system of discipline based on responsibility, not punishment that teaches students to be independent learners.

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3) Instructional Strategies

There are some strategies that require planning. A plan to assess the success of the strategy implemented is an essential element in effective teaching. Spot checks can be something as simple as evaluating a student's oral explanation of information learned or giving a quick quiz. According to this theory, strategies are categorized based on the number of participant involved in the class, small groups, pairs, and individuals. Knowledge of the unique characteristics of each strategy helps teachers make informed choices. Understanding students and curriculum, choosing strategies wisely, implementing strategies with explicit instructions, monitoring and adapting are the keys to effective instruction.

c. The Goals of Classroom Management

The goal of classroom management is to regulate student activities so that these activities support the learning process in schools. In addition, the learning process at the school can run smoothly, orderly, and regularly so that it can contribute to the achievement of educational goals.

According to Pungki and Diana (2018) the The aim of classroom management is to ensure that all students follow the rules in the classroom and that there is constant interaction between the teacher and the pupils. Every teacher should have skill in manage the class. In other words with the skill in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of classroom management, the teacher is to make the classroom management environment conducive and active in the lesson.

Amiruddin, et al (2024) Classroom management is a method of organizing the classroom that tries to minimize non-goal-oriented activities and maximize student learning time. Based of the opinion it is conclude that the goals of classroom management is to minimize non-goal-oriented activities and maximize student learning time.

Furthermore, Evertson and Weinstein (2006) in Garrett (2014: 2) point out that classroom management has two goals, that is, to create an environment for learning that is both academic and socio-emotional, and describe as follows:

1) Creating an academic learning environment. Academic learning is the educational content specified in the state content standards, such as literacy, reasoning, science, mathematics, social studies, etc.

2) Creating an environment for social-emotional learning. Socio-emotional learning supports the development of social skills and the ability to express emotions in a mature manner. Classrooms can only be managed properly if teachers create an environment that supports both types of learning.

From the explanation above, it can be concluded that the function of classroom management is implementing rules and procedures, creating a positive classroom environment, managing student behavior to be more active in learning.

d. The Difficulties in Classrom Management

During the learning activities, quite a few teachers encountered difficulties and obstacles in learning. According to Afianti, et al (2020) stated that difficulty is a problem that can cause the class to be ineffective in carrying out learning, thus preventing the achievement of learning outcomes. As revealed by Munira Astrini (2017), the obstacle faced by teachers in classroom management is the teaching and learning format where teachers do not allocate time and do not use media during the teaching and learning process. Meanwhile in Astrini, et al (2017), difficulties in classroom management are in the form of three points namely time, learning media and seating.

Based on the opinions of the experts above, it can be concluded that the difficulties in classroom management are the problems or

challenges that teachers often encounter in the teaching and learning process where these difficulties can cause learning objectives not to be achieved.

2.1.5 Classroom Management in Teaching English

According to Suprobowati, at al (2020) Teachers can be compared to actors or symphony conductors because they oversee construction and establish the tone and pace. Lastly, teachers can be compared to gardeners because they sow seeds and then watch them bloom. These are just a few of the numerous metaphors used to characterize instructors. In teaching learning process, the teacher has to gine facilities for the students to make teaching learning process are easy, active and more comfortable.

In the teaching process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible Setyowati (2017) therefore, the effectiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on the teacher quality.

Based on the opinion above, it can be concluded that classroom management in teaching English is a combination of interrelated words where in a learning process the teacher must be able to be the main actor and associate to create an effective and comfortable learning space for students.

2.2 Classroom Management Indicator

There are three elements developed in education along with indicators of classroom success in developing good classroom management (McLeod et al in Nurpadilah : 2023).

Table 2.1 Indicators Classroom Management
McLeod et al in Nurpadilah (2023).

NO	CLASSROOM MANAGEMENT	INDICATORS
1	Time and Classroom Space	Setting Up the Classroom
		Managing Instructional Time
		Managing Administrative Task, Transitions, and Interruptions
		Managing Teachers Time

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2	Student Behavior	Classroom Climate
		Establishing Standards, Rules, and Procedures
		Teaching Standards, Rules, and Procedures
		Reinforcement
		The Backup System
3	Instructional Strategies	Whole-Class Strategies
		Small-Group Stategies
		Working in Pairs
		Working As an Individual

Based on the description above, it can be concluded that indicators of class success in classroom management are very important. To achieve this, teachers must carry out the three element points of classroom management that have been mentioned in the theory of McLeod et al in Nurpadilah (2023). Starting from how to manage Time and Classroom Space, managing Student Behavior and finally, and managing Instructional Strategies. Based on several indicators above, researcher can look for answers to questions based on phenomena that occur in the field by using an observation sheet containing indicators from the elements of classroom management.

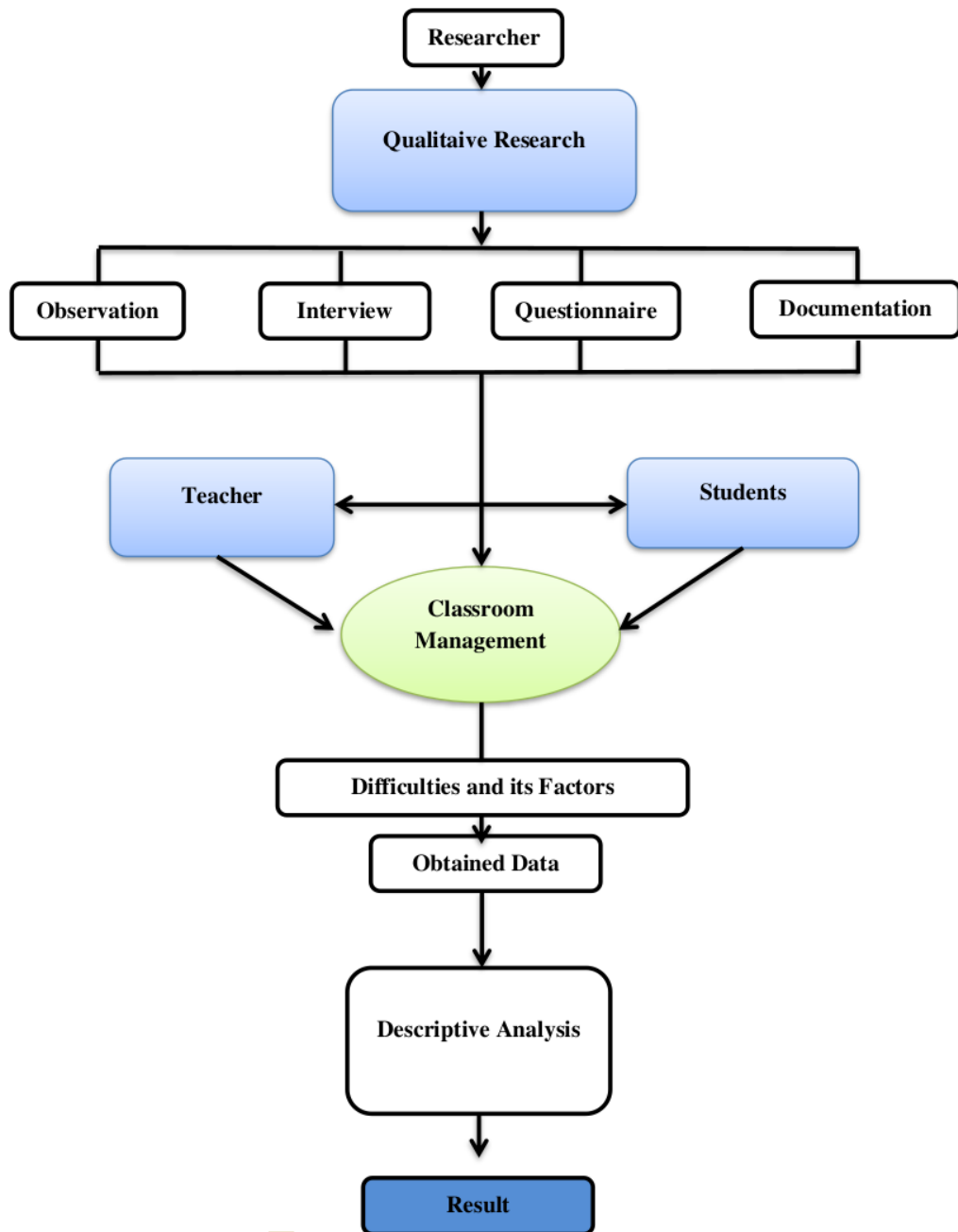## 2.3 The Latest Related Research

To conduct this research, the researcher presents some previous studies to compare this research with other researcher. Some previous studies are as follows:

The first research was conducted by Ahmad Arisandi, Sahuddin, and Atri Dewi (2022), entitled "An Analysis of Classroom Management Problems Faced by Teachers in Teaching English". The similarities were the researcher used descriptive qualitative study and both researcher describe classroom management. The differences were in Arisandi et al.'s journal, the subjects of the research were two English teachers, while in this research, the subject of research was one English teacher. In Arisandi et al.'s journal, the data collection techniques were observation and interview, while in this research, the data collection techniques were observation, interview, and documentation.

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The second research was conducted by Lisda Siti Nurpadilah (2022), entitled "English Teachers' Challenges in Classroom Management at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2022/2023". The similarities were the researcher used descriptive qualitative study and described classroom management. The differences were the purposes of research in Nurpadilah's journal were to describe the planning and the implementation of classroom management, supportin and inhibiting factors of classroom management to increase the learning process, and then the strategy to increase the learning process. While in this research, the purposes of the research were to describe the English teacher difficulties in classroom management and describe the factors that causes English teacher difficult in classroom management.

2.4 Conceptual Framework

The conceptual framework of this research is the researcher conducted the research at UPTD SMP Negeri 4 Gunungsitoli particularly Seventh grade and English teacher as the informant of the research. The subject of this research were English teacher and students and the object is teacher and students' verbal interaction during the classroom interaction. In this research, researcher used the descriptive qualitative research method. The researcher collected the data by Observation and Interview. As the result of the research, researcher described what is English teachers' difficulties in classroom management and what the factors that causes English teachers' difficult in classroom management.

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Figure 1.1 Conceptual Framework

CHAPTER III
RESEARCH METHOD

3.1 Approach and Type of the Research

The researcher aim to analyze the teachers' difficulties in classroom management, so the researcher will directly observe the English teacher when teaching in the classroom, then conducted interviews with open-ended questions on a topic and the interviewer as a English teacher adapts to the responses. For the next, the researcher will collects and analyzes the data based on the research findings due to knowing the difficulties faced by the English teachers in implementing Classroom Management.

Based on the research aim, the researcher will use a descriptive method with a qualitative approach. According to Arikunto (2019 : 136) states that the research method is the main method used by researcher to achieve goals and determine answer to the problems posed. Another researcher namely GR Putri, 2019 (Darmadi, 2013: 153) states that the research method is a scientific way to obtain data for specific purposes. When research is conducted using the classroom management, it is grounded in the logical, empirical, and methodical qualities of science. The research method consists of two parts namely qualitative methods and quantiative methods. The researcher choose qualitative methods to explore the data and for finish this research. Qualitative research is research that is descriptive in nature and tends to use analysis.

According to Palmer, et. all (2018), say that qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomena through the subjective experiences of the participants. Furthermore, according to Mohajan & Haradhan (2018) say that the purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories. This means that qualitative research refers for descriptive analytic.

So based on the theory, the approach and type of research that used by researcher which is in accordance with the research objectives is descriptive method with a qualitative approach.

3.2 Variable in Research

Variables are one of the important things that researcher need to pay attention . Best and Kaln in Olayemi (2017) equally opined that variables are the conditions or characteristics that the experimenter manipulates, controls or observes. An item, occasion, concept, emotion, duration, or any other category that has to be measured is called a variable. Variables in this study is informan from the research it is english teachers at seventh grade UPTD SMP Negeri 4 Gunungsitoli.

3.3 Setting and Schedule of the Research

This research was conducted at UPTD SMP Negeri 4 Gunungsitoli, located at Jl. Maena No.10 Ilir sub-district, Gunungsitoli district, Gunungsitoli city, Sumatera Utara. This research was conducted from March 28 to April 28, 2024.

3.4 Data Source

Data Source in this research are subjects from which data can be obtained. If the researcher uses observation techniques, the source of the data can be in the form of moving objects or processes. If the researcher uses interview techniques in collecting data, the source of the data is called the respondent. If the researcher uses documentation, then the document or note is the source of the data.

The data source in this research were English teachers in Seventh Grade at UPTD SMP Negeri 4 Gunungsitoli. Data were obtained in three ways, namely observing when the English teacher taught in class and implementing Classroom Management to students, then conducting interviews with the teachers concerned, and the last is documentation.

3.5 Research Instruments

The research instrument is part of the data collection technique. As mentioned by Arikunto in Kurniawan (2023) to facilitate the research, a research instrument is chosen as assisting tool to collect the data. From the statement above, the researcher involves the researcher herself as the main instrument. Therefore, instruments generally used in conducting research include interview transcripts, field notes, surveys, questionnaires, documentation, test results, and so on.

Based on the research focus, researcher will use four types of instruments, namely observation sheets, structured interview, questionnaire and documentation. By using observation sheets, researcher can find out what are the indicators of English teachers' difficulties in classroom management when teaching in class. The second instrument is an interview sheet. Through interview sheets, researcher obtained information about the factors that influence English teachers' difficulties in classroom management in teaching English. The third instrument is questionnaire sheet. Through interview sheets, researcher obtained support the data about the factors that influence English teachers' difficulties in classroom management in teaching. The last one is documentation. To support the data, researcher also do not forget to take documentation, including relevant books, regulations, photos, videos, as data that is relevant to the research.

3.6 Data Collecting Technique

To achieve the research objectives, the researcher collected the data through four techniques, namely, observation, interview, questionnaire and documentation.

3.6.1 Observation

Sugiyono (2016) argues that the observation is a process of obtaining first-hand data by observing people, or the work process of a product at the place where the research is conducted. Based of the

explanation above it is conclude that the observation of people's behavior or work processes of a product resulting from research and development.

From this observation, the researcher used observation checklist. Observation checklist with done and undone criteria. Then to measure the results of observations, researcher used a Likert scale consisting of always, often, seldom, and never. The Likert scale is a scale designed to allow respondents to answer various levels for each object to be measured. As Sugiyono (2018:152) said, the Likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. The answers to these observations are given a weighted score or value as follows:

always = 4

often   = 3

seldom = 2

never   = 1

The observation guidlines are as follows:

Table 3.1 Observation Checklist
Adopt by (McLeod Theories)

No	Aspect of Classroom Management	Indicator	Sub Indicator	Done	Un-Done	Notes
1	Time and Classroom Space	Setting Up the Classroom	a. Established the classroom environment			
			b. Arranging Student Seating			
			c. Adjustment of the teaching media d			
		Managing Instructional Time	a. Preparing and distributing materials			
			b. Introducing the lesson			
			c. Delivering instruction			
			d. Assigning work			
			e. Closing the lesson			
		Managing Administrative Task, Transitions, and Interruptions	a. Administrative			
			b. Transitions			

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			c. Interruptions			
		Managing Teachers Time	a. Planning lesson			
			b. Grading students and providing feedback			
			c. Parent conferences			
2	Student Behavior	Classroom Climate	a. Establishing positive relationship with students			
			b. Using effective communication			
			c. Building community among students			
		Establishing Standards, Rules, and Procedures	a. Etablishing the Standards			
			b. Establishing the Rules			
			c. Estalishing the Procedures			
		Teaching Standards, Rules, and Procedures	a. Teaching the standards			
			b. Teaching the Rules			
			c. Teaching the procedures			
		Reinforcement	d. Positive Reinforcement			
			e. Negative Reinforcement			
3	Instructional Strategies	Whole-Class Strategies	a. Complete preparation for succesful			
			b. Implementation			
			c. Train students in appropriate conduct and response			
			d. Implement the stategy			
			e. Monitor success during			
			f. Implementation			
			g. Make adjustments needed			
		Small-Group Stategies	a. Determine a grouping strategy			
			b. Identify an appropriate task			
			c. Gather materials, if necessary			

		Working in Pairs	d. Match pairs according to task			
			e. Gather appropriate information and materials			
			f. Provide guidance as needed			
		Working As an Individual	a. Prepare center materials for independent work on skill or knowledge			
			b. Prepare written rules and instruction for each activity			
			c. Determine how to keep records of students use and how to assess students work			

3.6.2 Interview

According to Sugiyono in Suwanto (2020) stated that interview is a face-to-face setting in which the researcher ascertains the data or viewpoint acquired from a person. From the opinion above it's conclude that interviews are used to obtain firsthand information from people about their feelings, opinions, and impressions of the situation. In general there are three kinds of interview model: structured interview, unstructured interview, and semi structured interview.

From this interview, the researcher used structured interview, the researcher prepared a predetermined list of structured question to obtain specific information. The interview will conduct with the seventh grade English teacher. The interview guidlines are as follows:

Table 3.2 Interview Question

Indicator	Item No	Question
Time and Classroom Space	1	Why did you seldom established the classroom environment? (*Mengapa anda jarang membangun lingkungan kelas?*)
	2	Why did you seldom closing the lesson? (*Mengapa anda jarang menutup pelajaran?*)
	3	Why did you seldom used transitions in the class? (*Mengapa anda jarang menggunakan transisi di kelas?*)

	4	Why did you never parent conferences? (*Mengapa anda tidak pernah melakukan konforensi dengan orang tua?*)
Student Behavior	1	Why did you never build a community among students? (*Mengapa anda tidak pernah membangun komunitas di kalangan pelajar?*)
	2	Why did you seldom gived positive reinforcement in the class? (*Mengapa anda jarang memberikan penguatan positif di kelas?*)
Instructional Strategies	1	Why did you seldom monitor success during implementation? (*Mengapa anda jarang memantau keberhasilan selama implementasi?*)
	2	Why did you seldom match pairs according to task? (*Mengapa anda jarang mencocokkan pasangan sesuai tugas?*)
	3	Why did you seldom determine how to keep records of students use and how to assess students work? (*Mengapa anda jarang menentukan cara menyimpan catatan penggunaan siswa dan cara menilai pekerjaan siswa*)

3.6.3 Questionnaire

The researcher shared the questionnaire towards the students as the informants to enrich the qualitative data. A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay, et al., 2012:388). Instrument for obtaining the data from the informants. According to Gay, et al. (2012:387), A closed question allows for a brief response such as yes or no, whereas an open-ended question allows for a detailed response and elaboration on questions in ways you may not have anticipated.

The questionnaire was distributed to the students and be filled up by them. Students' opinions about teachers' difficulties in classroom management can be used as a means of supporting the results of research instruments to find in-depth information for research. The questionnaire question items used by researcher were adopted from the results of teacher interviews. The guedelines for the questionnaire are as follows:

Table 3.3 Questionnare Sheet

Isilah identitas anda dan respon terhadap kesulitan guru bahasa Inggris dalam mengelola kelas, apakah selalu, pernah, jarang, dan tidak pernah. Berilah respon berdasarkan kenyataan kesulitan yang anda lihat dalam proses pembelajaran bahasa Inggris. Terimakasih atas kerjasama anda.

Name :

Class :

No	Aspect	Indicator	Sub Indicator	Student Response			
				AL	OF	SE	NE
1	Time and Classroom Space	Setting Up the Classroom	a. Established the classroom environment (*Membangun lingkungan kelas*)				
			b. Arranging Student Seating (*Mengatur Tempat Duduk Siswa*)				
			c. Adjustment of the teaching media used (*Penyesuaian media pengajaran yang digunakan*)				
		Managing Instructional Time	a. Preparing and distributing materials (*Mempersiapkan dan mendistribusikan bahan*)				
			b. Introducing the lesson (*Memperkenalkan pelajaran*)				
			c. Delivering instruction (*Menyampaikan instruksi*)				
			d. Assigning work (*Menugaskan pekerjaan*)				
			e. Closing the lesson (*Menutup pelajaran*)				
		Managing Administrative Task, Transitions, and Interruptions	a. Administrative (*Administratif*)				
			b. Transitions (*Transisi*)				
			c. Interruptions (*Interupsi*)				
		Managing Teachers Time	a. Planning lesson (*Perencanaan pelajaran*)				
			b. Grading students and providing feedback (*Menilai siswa dan memberikan umpan balik*)				
			c. Parent conferences (*Konferensi orang tua*)				
2	Student Behavior	Classroom Climate	a. Establising positive relationship with students (*Membangun hubungan positif dengan siswa*)				
			b. Using effective communication (*Menggunakan komunikasi yang efektif*)				
			c. Building community among students (*Membangun komunitas di kalangan pelajar*)				
		Establishing Standards, Rules,	a. Etablishing the Standards (*Menetapkan Standar*)				

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		and Procedures	b. Establishing the Rules (*Menetapkan Aturan*)				
			c. Estalishing the Procedures (*Menetapkan Prosedur*)				
		Teaching Standards, Rules, and Procedures	a. Teaching the standards (*Mengajarkan standar*)				
			b. Teaching the Rules (*Mengajarkan Aturan*)				
			c. Teaching the procedures 35 (*Mengajarkan prosedurnya*)				
		Reinforcement	a. Positive Reinforcement (*Penguatan positif*)				
			b. Negative Reinforcement (*Penguatan Negatif*)				
3	Instructional Strategies	Whole-Class Strategies	a. Complete preparation for succesful (*Persiapan lengkap untuk sukses*)				
			b. Train students in appropriate conduct and response (*Melatih siswa dalam perilaku dan respons yang tepat*)				
			c. Implement the stategy (*Terapkan strateginya*)				
			d. Monitor success during Implementation (*Pantau keberhasilan selama Implementas*)				
			e. Make adjustments as needed (*Lakukan penyesuaian sesuai kebutuhan*)				
		Small-Group Stategies	a. Determine a grouping strategy (*Tentukan strategi pengelompokan*)				
			b. Identify an appropriate task (*Identifikasi tugas yang sesuai*)				
			c. Gather materials, if necessary (*Kumpulkan bahan, jika perlu*)				
		Working in Pairs	a. Match pairs according to task (*Cocokkan pasangan sesuai tugas*)				
			b. Gather appropriate information and materials (*Kumpulkan informasi dan materi yang sesuai*)				
			c. Provide guidance as needed (*Memberikan bimbingan sesuai 2 butuhan*)				
		Working As an Individual	a. Prepare center materials for independent work on skill or knowledge (*Mempersiapkan bahan pusat untuk kerja mandiri pada keterampilan atau pengetahuan*)				
			b. Prepare written rules and instruction for each activity (*Siapkan aturan dan instruksi tertulis untuk setiap kegiatan*)				

			c. Determine how to keep records of students use and how to assess students work (*Tentukan cara menyimpan catatan penggunaan siswa dan cara menilai pekerjaan siswa*)				

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Note :
AL    = Always (Selalu)
OF    = Often (Pernah)
SE    = Seldom (Jarang)
NE    = Never (Tidak Pernah)
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3.6.4 Documentation

Documentation refers to written items. This instrument allows researcher to obtain data through research on written objects, such as books, magazines, diaries, artifacts, videos and so on. According to Sugiyono (2016: 239) states "documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentaries, research-relevant data". This instrument was developed in research with a content analysis approach. Therefore it is usually used in research such as historical evidence, the legal basis of a regulation, and so on. In this study, researcher used syllabus and lesson plans from teacher English.

3.7 Data Analysis Technique

In this research, the researcher analyses the data of the English teachers. In analyzing the data, the researcher analyses qualitative data. According to Khalisah, 2022 (Bodgan in Sugiyono, 2013 : 334) Data analysis is the process of searching and searching for systematically organizing interview transcripts, field notes, and other materials you collect to increase your understanding of them and to enable you to present what you have found to others. Qualitative data analysis techniques consist of three stages of interrelated activities related to each other. This is line with Sugiono's opinion which states that there are three stages in qualitative data analysis, namely: data reduction, data display, and drawing conclusion (verification).

1) Data Reduction

        According to Pratiwi (2023) stated that data reduction are the process of choosing, concentrating, streamlining, deriving an abstraction from, and altering data that appears in field notes or transcriptions is known. This stage includes the process of simplifying and categorizing data. The goal of this procedure is to identify themes and generate concepts. The outcomes include themes, concepts, and data descriptions that address related and contradicting issues. Data reduction is a sensitive thinking process that requires intelligence, breadth and great depth of insight. In this case, the researcher will select the data which is scrutinized from observation on teaching and learning process, interview and questionnaire for teacher.

2) Data Display

        After the data is reduced, the next step is displaying the data. This process is done to make it easier for writers to construct data into a complete social picture. In addition to check so far where the completeness of the data is available. Next in displaying data apart from narrative text, it can also be in the form of graphs, matrices, networks and chat. The data display can be done by the researcher through some ways, as follow:

1. Observing the teaching and learning process in this activity, the researcher will observe the teaching and learning process in classroom with observation sheet. By observing it, the researcher will know what the English teachers difficulties in classroom management .

2. Interviewing the teacher in this step, the researcher will interview the english teacher to get more information about what the factors caused english teachers difficulties in classroom management. So, the researcher later on will know the more information of teachers difficulties in classroom management and what are the causes it.

3. Giving questionnaire in this step, the researcher will give the questionnaire to students. It aims to explore deeply about what English teachers' difficulties in classroom management and the factors causes it.

3) Conclusion Drawing (verification).

The conclusion in qualitative research that is expected is new discoveries that never existed before. The discovery of data in the form of a description or image of an object that was previously still dim so after research becomes clear. Display data stated above if it has been supported by solid data it can be made a credible conclusion. After the data is obtained in the above way, the researcher analyzes it by inductive thinking. Inductive thinking, namely: "Departing from the facts specific, concrete events, then from the facts or general conclusions are drawn from these particular events. Thus, the researcher will get the conclusion about the teachers diffiulties and the causes of teachers' difficulties in classroom management.

CHAPTER IV
RESULTS AND DISCUSSION

4.1 Research Results

In collecting data, researcher conducted research at UPTD SMP Negeri 4 Gunungsitoli at the seventh grade. Researcher conducted observations, interviews, and questionnaire in the one class, namely class VII-A with one english teacher. After the researcher collects the data, the researcher processes and analyzes the data through analysis techniques, namely data reduction, data display, and drawing and verification.

4.1.1 Observation Results

The observation was conducted by the researcher in order to gain the information deeply about the phenomenon exist in the field. As it is supported by Nasution in Sugiyono (2020), observation is the foundation of all knowledge. The scientist can work based on the data which is about the reality that gained from observation. In simplification, observation is really important for a qualitative researcher to dig in depth comprehension. The observation checklist used by researcher is based on the Mcleod theories about three key elements points how to manage the classroom is run well.

The researcher observed the teaching and learning process for four times. The observations were done on 27nd-28nd March and then on 3th-4th April 2024. The researcher was allowed to be gathered in the classr oom with 30 students of VII-A who are taught by an English Teacher. The following are the results of the researcher observations of the English teacher Mr. Niscayaman Bawamenewi S.Pd at UPTD SMP Negeri 4 Gunungsitoli.

Table 4.1 The Result of Observation Checklist
(adopted from McLeod)

No	Aspect of Classroom Management	Indicator	Sub Indicator	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Total Done	Total Un-Done	Frequency
1	Time and Classroom Space	Setting Up the Classroom	d. Established the classroom environment	×	✓	×	×	1	3	Seldom
			e. Arranging Student Seating	✓	✓	✓	✓	1	3	Always
			f. Adjustment of the teaching media used	✓	✓	✓	✓	1	3	Always
		Managing Instructional Time	f. Preparing and distributing materials	✓	✓	✓	✓	4	0	Always
			g. Introducing the lesson	✓	✓	✓	✓	4	0	Always
			h. Delivering instruction	✓	✓	✓	✓	4	0	Always
			i. Assigning work	✓	✓	✓	✓	4	0	Always
			j. Closing the lesson	✓	×	×	×	1	3	Seldom
		Managing Administrative Task, Transitions, and Interruptions	d. Administrative	✓	✓	✓	✓	4	0	Always
			e. Transitions	×	×	×	✓	1	3	Seldom
			f. Interruptions	✓	✓	✓	✓	4	0	Always
		Managing Teachers Time	d. Planning lesson	✓	✓	✓	✓	4	0	Always
			e. Grading students and providing feedback	✓	✓	✓	✓	4	0	Always
			f. Parent conferences	×	×	×	×	0	4	Never
2	Student Behavior	Classroom Climate	d. Establising positive relationship with students	✓	✓	✓	✓	4	0	Always
			e. Using effective							

			communication	✓	✓	✓	✓	4	0	Always
			f. Building community among students	×	×	×	×	0	4	Never
		Establishing Standards, Rules, and Procedures	d. Etablishing the Standards	✓	✓	✓	✓	4	0	Always
			e. Establishing the Rules	✓	✓	✓	✓	4	0	Always
			f. Estalishing the Procedures	✓	✓	✓	✓	4	0	Always
		Teaching Standards, Rules, and Procedures	d. Teaching the standards	✓	✓	✓	✓	4	0	Always
			e. Teaching the Rules	✓	✓	✓	✓	4	0	Always
			f. Teaching the procedures	✓	✓	✓	✓	4	0	Always
		Reinforcement	c. Positive Reinforcement	✓	×	×	×	3	1	Seldom
			d. Negative Reinforcement	✓	✓	✓	✓	4	0	Always
3	Instructional Strategies	Whole-Class Strategies	f. Complete preparation for succesful	✓	✓	✓	✓	4	0	Always
			g. Train students in appropriate conduct and response	✓	×	✓	✓	1	3	Often
			h. Implement the stategy	✓	✓	✓	✓	4	0	Always
			i. Monitor success during Implementation	✓	×	×	×	0	4	Seldom
			j. Make adjustments as needed	✓	×	✓	✓	1	3	Often
		Small-Group Stategies	d. Determine a grouping strategy	✓	✓	✓	✓	4	0	Always
			e. Identify an appropriate task	✓	✓	✓	✓	4	0	Always
			f. Gather materials, if necessary	✓	✓	✓	✓	4	0	Always
		Working in Pairs	d. Match pairs according to task	×	✓	×	×	3	1	Seldom

			1	2	3	4			
		e. Gather appropriate information and materials	✓	×	✓	✓	3	0	Often
		f. Provide guidance as needed	✓	✓	✓	✓	4	0	Always
	Working As an Individual	d. Prepare center materials for independent work on skill or knowledge	✓	✓	✓	✓	3	1	Always
		e. Prepare written rules and instruction for each activity	×	✓	✓	✓	1	3	Often
		f. Determine how to keep records of students use and how to assess students work	×	×	×	✓	3	1	Seldom

Based on the table above, the researcher did the observation in four meetings in the seventh grade class A of UPTD SMP Negeri 4 Gunungsitoli. The English teacher at the school has implemented the classroom management. However, there are many sub indicator that not implemented by English teacher. By using done and undone criteria, the researcher determines the results of the observation. After that the researcher used Likert scale to measure English teachers' responses. The form of Likert scale in this observation is starting from always, often, seldom, and never. Researcher found English teacher difficulties in classroom management in the class with the seldom and never criteria. From the thirty nine sub-indicators, there are nine sub-indicators that are still not implemented by English teacher, namely establehed the classroom environment, closing the lesson, transitions, parent cofences, building community among students, positive reinforcement, monitor succes during implementation, match pairs according to task, and also determines how to keep records of students use and how to asses students work. However, there are thirty sub-indicators did implemented in his classroom management namely, arranging student seating, adjustment of the teaching media used, preparing and distributing materials, introducing the lesson, delivering instruction, assigning work, administrative,

interruptions, planning lesson, grading students and providing feedback, establising positive relationship with students, using effective communication, etablishing the standards, establishing the rules, estalising the procedures, teaching the standards, teaching the rules, teaching the procedures, negative reinforcement, complete preparation for succesful, train students in appropriate conduct and response, implement the stategy, make adjustments as needed, determine a grouping strategy, identify an appropriate task, gather materials if necessary, gather appropriate information and materials, provide guidance as needed, prepare center materials for independent work on skill or knowledge, and the last is prepare written rules and instruction for each activity. Based on the table above, the researcher concludes that the teacher has implemented his classroom management but still has some difficulties in the sub indicators from the three aspects of classroom management.

4.1.2 Interview Result

The researcher utilized interview as one of the research instruments to collect the required information from the English teacher. Based on McLeod's theory, the researcher determined the factors that cause English teacher difficulties in classroom management by interviewing the teacher. To answer the second formulation, researcher asked 9 questions related to the reasons why teachers seldom and never carry out 9 sub-indicators of classroom management in class. Researcher conducted a structured interview on 24 April 2024, with the English teacher Mr. Niscahyaman Bawamenewi, S.Pd as follows:

Table 4.2 The Result of Interview
(adopted from McLeod)

Indicator	Item No	Question	Teacher's Response	Conclussion
Time and Classroom Space	1	Why did you seldom established the classroom environment? (*Mengapa anda jarang membangun lingkungan kelas?*)	Building an ideal classroom environment takes time and resources. I often have a busy schedule and may not have enough time to design the ideal environment. (*Membangun lingkungan kelas yang ideal memerlukan waktu dan sumber daya. Saya sering kali memiliki jadwal yang padat dan mungkin tidak memiliki cukup waktu untuk*	English teachers have limited time to build a classroom environment. (*Guru bahasa inggris mempunyai waktu yang terbatas untuk membangun lingkungan kelas.*)

			merancang lingkungan yang ideal.)	
	2	Why did you seldom closing the lesson? (*Mengapa anda jarang menutup pelajaran?*)	I seldom close the class because I think the priority of learning is that discussions, questions and answers, or practical activities are more beneficial for students than formal closing. (*Saya jarang menutup kelas karena menurut saya prioritas pembelajaran lebih penting untuk diskusi, tanya jawab, atau aktivitas praktis lebih bermanfaat bagi siswa daripada penutupan formal*.)	English teachers prioritize learning by conducting interactive, asking and practical discussions with students. (*Guru bahasa inggris lebih mengutamakan prioritas pembelajaran dengan cara melakukan diskusi interaktif, bertanya dan praktis dengan siswa*.)
	3	Why did you seldom used transitions in the class? (*Mengapa anda jarang menggunakan transisi di kelas*?)	I seldom use transitions in class because I have a tight schedule and I don't feel like I have enough time to organize smooth transitions between activities. (*Saya jarang menggunakan transisi di dalam kelas karena saya mempunyai jadwal yang ketat dan saya sendiri merasa tidak memiliki cukup waktu untuk mengatur transisi yang mulus antara aktivitas*.)	English teachers still have limited time to manage transitions between learning activities. (*Guru bahasa ingris masih memilki keterbatasan waktu untuk mengatur transisi antara aktivitas pembelajaran*.)
	4	Why did you never parent conferences? (*Mengapa anda tidak pernah melakukan konforensi dengan orang tua?*)	I often have a very busy schedule with teaching duties, material preparation, assessments, and other administration. Setting aside extra time for meetings with parents can be a challenge for me. (*Saya sering kali memilki jadwal yang sangat padat dengan tugas mengajar, persiapan materi, penilaian, dan administrasi lainnya. Menyisihkan waktu tambahan untuk pertemuan dengan orang tua bisa menjadi tantangan bagi saya*).	English teachers have challenges in managing time, especially when arranging meetings with students' parents. (*Guru bahasa Inggris memilki tantangan dalam mengelola waktu, terutama pada saat mengatur pertemuan dengan orang tua siswa.*)
Student Behavior	1	Why did you never build a community among students? (*Mengapa anda tidak pernah membangun	I prioritize academic aspects more and see community building as less important or secondary. (*Saya lebih memprioritaskan aspek akademis dan melihat pembangunan komunitas	English teachers prioritize academic teaching rather than building community among students. (*Guru bahasa inggris lebih mengutamakan pengajaran akamedis daripada

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		komunitas di kalangan pelajar?)	*sebagai sesuatu yang kurang penting atau sekunder.)*	*membangun komunitas di kalangan pelajar.)*
	2	Why did you seldom gived positive reinforcement in the class? (*Mengapa anda jarang memberikan penguatan positif di kelas?*)	I sometimes apply positive reinforcement because I forget and sometimes I'm too hasty to continue the material so I don't get left behind. (*Saya kadang-kadang menerapkan positive reincforcement itu karena saya lupa dan kadang juga saya terlalu buru-buru untuk melanjutkan materi supaya tidak tertinggal.*)	English teachers experience academic pressure so that teachers focus more on students' academic achievements rather than behavioral and motivational aspects. (*Guru bahasa Inggris mengalami tekanan akademis sehingga guru lebih fokus pada pencapaian akademis siswa daripada aspek perilaku dan motivasi.*)
Instructional Strategies	1	Why did you seldom monitor success during implementation? (*Mengapa anda jarang memantau keberhasilan selama implementasi?*)	I seldom monitor success during strategy implementation in class because I have many tasks, from teaching, planning lessons, to assessing student work. (*Saya jarang memantau keberhasilan selama implementasi strategi di kelas karena saya memilki banyak tugas, mulai dari mengajar, merencanakan pelajaran, hingga menilai pekerjaan siswa.*)	Time limitations mean that English teachers do not have enough time to carry out in-depth monitoring. (*Keterbatasan waktu membuat English teacher tidak memiliki cukup waktu untuk melakukan monitoring yang mendalam.*)
	2	Why did you seldom match pairs according to task? (*Mengapa anda jarang mencocokkan pasangan sesuai tugas?*)	I seldom match pairs according to assignments because I feel that the resources of this school are still lacking. Judging from limitations in terms of resources, such as the number of books or equipment needed to support pair work. (*Saya jarang mencocokkan pasangan sesuai tugas karena saya merasa sumber daya dari sekolah ini masih kurang. Dilihat dari keterbatasan dalam hal sumber daya, seperti jumlah buku atau peralatan yang diperlukan untuk mendukung kerja berpasangan.*)	Limited school resources are a factor that causes English teachers to rarely match pairs according to assignments. (*Keterbatasan sumber daya dari sekolah merupakan faktor yang menyebabkan guru bahasa Inggris jarang mencocokkan pasangan sesuai tugas.*)
	3	Why did you seldom determine how to keep records of students use and	I seldom grade student work because time is very limited, so many other, perhaps more important, responsibilities can make it difficult for me	English teachers have many responsibilities so that the time available is still not enough to assess student work.

how to assess students work? (*Mengapa anda jarang menentukan cara menyimpan catatan penggunaan siswa dan cara menilai pekerjaan siswa*)	to pay enough attention to each individual student's work. (*Saya jarang menilai pekerjaan siswa karena waktu yang sangat terbatas, banyak sekali tanggung jawab yang lain mungkin lebih penting yang dapat membuat saya sulit untuk memberikan perhatian yang cukup pada setiap tugas individu siswa.*)	(*Guru bahasa Inggris memilki banyak tanggung jawab sehingga waktu yang tersedia masih belum cukup untuk menilai pekerjaan siswa.*)		

So, based all of the explanation in the table above, it is concluded that the factors causes English teachers difficulties in classroom management including time, academic priorities, and school resoucers. This is proven by teacher responses which provide answers to nine questions about what the factors cause English teachers difficulties in classroom management.

4.1.3 Questionnaire Result

The researcher used questionnaire sheet to collect the data from students about English teachers difficulty in classroom management. Based on the distributed paper which has been filled out by the students, the researcher gained the data as contained in the table below :

Table 4.3 The Result of Students Questionnaire
(adopted from McLeod)

No	Aspect of Classroom Management	Indicator	Sub Indicator	Criteria			
				AL	OF	SE	NE
1	Time and Classroom Space	Setting Up the Classroom	a. Established the classroom environment	4	2	25	1
			b. Arranging Student Seating	25	3	4	0
			c. Adjustment of the teaching media used	20	10	2	0
		Managing Instructional Time	a. Preparing and distributing materials	22	7	1	2
			b. Introducing the lesson	22	8	2	0
			c. Delivering instruction	25	3	2	2
			d. Assigning work	27	3	1	1
			e. Closing the lesson	2	0	28	2
		Managing	a. Administrative	25	5	2	0

		Administrative Task, Transitions, and Interruptions	b. Transitions	0	2	25	5
			c. Interruptions	20	6	2	4
		Managing Teachers Time	g. Planning lesson	25	5	2	0
			h. Grading students and providing feedback	22	8	1	1
			i. Parent conferences	0	0	0	32
2	Student Behavior	Classroom Climate	a. Establising positive relationship with students	25	4	3	0
			b. Using effective communication	26	2	2	2
			c. Building community among students	0	0	0	32
		Establishing Standards, Rules, and Procedures	a. Etablishing the Standards	28	2	1	1
			b. Establishing the Rules	30	1	1	0
			c. Estalishing the Procedures	25	3	2	2
		Teaching Standards, Rules, and Procedures	g. Teaching the standards	20	4	1	2
			h. Teaching the Rules	21	9	2	0
			i. Teaching the procedures	22	3	5	2
		Reinforcement	a. Positive Reinforcement	5	2	25	0
			b. Negative Reinforcement	27	3	2	0
3	Instructional Strategies	Whole-Class Strategies	a. Complete preparation for succesful	30	2	0	0
			b. Train students in appropriate conduct and response	19	10	1	2
			c. Implement the stategy	24	4	4	0
			d. Monitor success during Implementation	2	4	25	1
			e. Make adjustments as needed	18	8	4	2
		Small-Group Stagies	a. Determine a grouping strategy	25	5	0	2
			b. Identify an appropriate task	28	2	2	0
			c. Gather materials, if necessary	25	5	1	1
		Working in Pairs	a. Match pairs according to task	3	2	23	4

			AL	OF	SE	NE
		b. Gather appropriate information and materials	19	10	1	2
		c. Provide guidance as needed	25	4	2	1
	Working As an Ind ividual	a. Prepare center materials for independent work on skill or knowledge	25	2	2	3
		b. Prepare written rules and instruction for each activity	19	9	3	1
		c. Determine how to keep records of students use and how to assess students work	0	5	20	7

Note :

AL = Always

OF = Often

SE = Seldom

NE = Never

Based on the table above about the students responses of English teacher difficulties in classroom management, it seen that English teacher at UPTD SMP Negeri 4 Gunungsitoli have difficulties in classroom management in class. The researcher used criterias always, often, seldom, and never to find out the responses of students in seventh grade class A. From the table above, it seen that there are 39 sub-indicators of classroom management include 12 indicators and 3 aspect classroom management. From students questionnaire there were 9 sub-indicators that have not been done by the English teacher. This is proven from the results of questionnaire responses distributed by researcher to students. Based on the table above, the researcher concludes that the English teacher has implemented his classroom management but still has some difficulty in the sub indicators from the three aspects of classroom management.

4.2. DISCUSSION

4.2.1. Data Analysis Technique for the Observation Sheet

The first stage carried out by the researcher was observation of the English teacher. Researcher conducted observations on English teachers at UPTD SMP Negeri 4 Gunungsitoli. From the results of observations carried out by researcher, the researcher found the following results:

On the observation sheet there are three elements of classroom management applying a yes or no checklist. Based on McLeod's theory, researchers measured English teachers in classroom management by observing the learning process in seventh grade class A. According to McLeod in Nurpadilah (2023), indicators of classroom management consist of time and classroom space, student behavior, and instructional strategies. For time and classroom space elements consists of four indicators, namely setting up the classroom, managing instructional time, managing administrative task, transitions and interruptions, and managing teachers time.

First is setting up the classroom. To achieve the realization of this indicator, the English teachers have several sub-indicators that must be carried out. These include establishing the classroom environment, arranging student seating, and adjusting the teaching media used. Based on the results of observations, researcher saw directly that setting up the classroom is still seldom done. This is proven by the English teachers not paying attention to class cleanliness when entering the class, the English teachers not arranging the students' seats, the media used does not support the material conveyed by the English teachers. This is also supported by experts who state that a conducive situation can increase students' desire to learn. This indicates that there is a significant relationship between a conducive learning situation and learning outcomes (Mashari et al., 2019)

Second is managing instructional time. To achieve this indicators, there are several sub-indicators. These consist of preparing and distributing materials, introducing the lesson, delivering instructions, assigning work, and closing the lesson. Based on the results of

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observations, researcher saw directly that Managing Instructional Time was always carried out. This is proven by English teachers always preparing material in the form of teaching modules before entering class, always explaining what topics will be discussed in a timely manner, always delivering instructions to students, always giving assignments to students by paying attention to time, and English teachers also always close the lesson by concluding the material. This is also supported by experts who state that teachers who have had long teaching experience do not have too much difficulty in managing the class during the learning process (Azman., 2019).

Third is managing administrative tasks. There are several indicators that English teachers must carry out to achieve this indicator in the classroom management. Among them are administrative, transitions, and interruptions. Based on the results of observations, researcher saw directly that administrative and interruptions were always carried out while transitions were seldom carried out. This is proven by English teachers always checking the student attendance list, always implementing interruptions in the learning process, but English teachers still seldom pay attention to students so they can focus more on the material that will be taught next. This is also supported by experts who state that teachers efficient use of time for different school related transitions administrative tasks as well as interruptions can significantly increase the amount of time allotted for instructional activities (Popescu., 2014).

Fourth is managing teachers time. To achieve these indicator, there are several sub-indicators that must be carried out by English teachers. Divided into planning lessons, grading students and providing feedback, and parent conferences. Based on the results of observations, the researcher saw directly that most of these indicators were always carried out and there was one indicator that had never been carried out at all. This is proven by the English teacher having prepared a tutoring plan before entering the class, always inviting students to provide feedback on learning by asking students about the material, and finally the English

teacher never communicates with the students' parents. This is also supported by experts who state that the inhibiting factors of class management include the teacher time limitation (Indrianto et al., 2020).

Second elements are student behavior, consist of four indicators namely classroom climate, establishing (standards, rules, and procedures), teaching (standards, rules, and procedures), and reinforcement. First is classroom climate. To achieve the realization of this indicator, the English teachers have several indicators that must be carried out based on McLeod's theory. Among them are establishing positive relationships with students, using effective communication, and building community among students. Based on the results of observations, researcher saw directly that most of these indicators (classroom climate) were always carried out and there was one indicator that had never been carried out at all. This is proven by English teachers always building good relationships with students, seen from the communication between teachers and students which is very relaxed, when teaching teachers use effective language so that students easily understand and understand the material conveyed by the teacher, and lastly, namely community between students is still lacking in the learning process. This is also supported by experts who state that the classroom climate is dependent, in part, on a teachers perceptions of whether and which emotions are beneficial to learning (Shewark et al., 2018).

Second, namely establishing standards, rules and procedures. To achieve this element, there are several sub-indicators that must be carried out by English teachers. Among them are etablishing the standards, etablishing the rules, and etablishing the procedures. Based on the results of observations, the researcher saw directly that all the indicators in this element were always carried out by the English teacher. This is proven by English teachers always setting the standards used in class, applying rules before starting teaching, and always providing good procedures so that students can follow the lesson. This is also supported by Wahid et al (2017) stated that Learning will be carried out effectively and smoothly if

it is determined by clear rules and procedures and accommodates learning interests.

Third, namely teaching standards, rules, and procedures. Below are three sub-indicators that English teachers must carry out to achieve this indicator. Among them are teaching the standards, teaching the rules, and teaching the procedures. Based on the results of observations, researcher saw directly that it was always done by English teachers. This is proven by English teachers always applying teaching standards to students, applying rules when teaching in class, and also always implementing good procedures so that students can follow lessons. Weinstein (2007) in Santrock (2014), in relation to teaching, there are principles that need to be considered in creating class rules and procedures, namely that rules and procedures must be reasonable and necessary, easy to understand, and consistent.

Fourth, namely reinforcement. To achieve the realization of these indicator, there are two sub-indicators that must be carried out by English teacher. Among them are positive reinforcement and negative reinforcement. Based on the results of observations, researcher saw directly that this is always and often done by English teachers. This is proven by the English teacher often giving praise to students who are active in class and always giving punishment to students who break the rules in class. This is also supported by experts who state that reinforcement plays a pivotal role in encouraging desirable behavior, with research by Moll et al in (Nyanyele., 2024).

The elements of instructional strategies consists of four indicators, namely whole-class strategies, small-group strategies, working in pairs, and working as an individual. First is whole-class strategies. To achieve the realization of whole-class strategies, English teachers have several sub-indicators that must be done based on McLeod's theory. These include complete preparation for success, train students in appropriate conduct and response, implement the strategy, make adjustments as needed, and monitor success during implementation. Based on the results of

observations, researcher saw directly that English teachers always, seldom and never doing whole-class strategies in classroom management. This is proven by English teachers always preparing themselves before entering the class, seldom providing consistent and positive examples to students, always implementing strategies, teacher monitoring is still lacking so that implementation is still not achieved successfully, and English teachers seldom adjust the curriculum or lesson plans to suit students' needs and ability levels. This is also supported by Saputri et al (2024) stated that the success of a teacher in improving student learning discipline involves classroom management strategies.

The second is small-group stategies. There are three sub-indicators that English teachers must carry out to achieve this element. Among them are determine a grouping strategy, identify an appropriate task and gather materials, if necessary. Based on the results of observations, researcher saw directly that it was always done by English teachers. This is proven by the English teacher always determining strategies for each group, dividing tasks according to what has been identified, and collecting materials. This is also supported by experts who state that the behavioral demands of students who work cooperatively in small groups are different from the demands for working on assignments independently (Muyasaroh., 2019). From this it can be seen that it is an illustration of the teacher's efforts to prevent various failures or obstacles that occur in the implementation of learning.

Third, namely working in pairs. To achieve the realization of this indicator, English teachers have three indicators that must be implemented. These include match pairs according to task, gather appropriate information and materials, and provide guidance as needed. Based on the results of observations, researcher saw directly that it was often and always done by English teachers. This is proven by English teachers often choosing pairs with different abilities, often assessing students' work well, and always providing direct guidance to students. This is corresponds with the findings of Nguyen in (Biju., 2019) state that

working in pairs positively affects performance and reading achievement for students of all levels, accommodates diverse students to classroom, improves social and behavioral attitudes such as sense of control and self-responsibility in the students.

Fourth, namely working as an individual. There are three indicators used to achieve these elements, namely prepare center materials for independent work on skills or knowledge, prepare written rules and instructions for each activity, and determine how to keep records of students use and how to assess students' work. Based on the results of observations, researcher saw directly that English teachers often and seldom did this. This is proven by English teachers often preparing material for individuals to work on. Teachers still seldom prepare written rules for each activity, and English teachers also often give assignments to students. This is also supported by expert theories stated that teachers are tasked with creating, improving and maintaining classroom organization so that individuals can utilize their abilities, talents and energy on individual tasks (Yummah, 2018).

4.2.2 Data Analysis Technique for the Interview

The second stage carried out by researcher was conducting interviews with English teachers. The interview conducted by the researcher was a structured interview, that is the researcher first prepared questions and asked them one by one when conducting the interview. Researcher interviewed English teachers at UPTD SMP Negeri 4 Gunungsitoli.

English teachers have limited time to build a classroom environment. As stated by Astrini (2017) in (Afianti et al., 2020) the obstacle faced by teachers in classroom management is the teaching and learning format where teachers do not allocate time and do not use media during the teaching and learning process. This shows that time is one factor that causes English teachers difficulties in classroom management.

English teachers prioritize learning by conducting interactive, asking and practical discussions with students. This shows that English

teachers prefer to focus on interactive discussions and questions during the lesson rather than formally concluding the material at the end of class. This is supported by the theory of experts who say that the use of effective communication has advantages in creating an interesting and meaningful learning atmosphere for students, both in context and outside the classroom (Suprapto, 2018).

English teachers still have limited time to manage transitions between learning activities. The teacher views transitions in learning as something that can take much time so the learning it can interfere with the process of delivering the lesson material that must be completed. However, Wati (2021) said that effective management in learning means teachers are able to manage and utilize short time in delivering material so that students can understand it as expected. This means that teachers need to manage time effectively. Thus, teachers are able to achieve learning goals by implementing teaching methods effectively.

English teachers have challenges in managing time, especially when arranging meetings with students' parents. Organizing and holding regular conferences with parents requires sufficient time and careful planning, which may be difficult to realize due to busyness with other responsibilities. As experts say, approaching students' parents is a strategy that can be implemented by teachers (Nugraha, 2018). In this case it is shown that the factor causing difficulties in classroom management is managing time.

English teachers prioritize academic teaching rather than building community among students. This shown that the teacher admit that primary focus is on teaching academic content and test preparation, so efforts to build a community of students are often overlooked. This is supported by theories stated that collaboration can accelerate learning goals, because basically learning communities always have better results than several individuals learning alone (Wati, 2020).

English teachers experience academic pressure so that teachers focus more on students' academic achievements rather than behavioral and

motivational aspects. This shows that teacher realize the importance of positive reinforcement in shaping student behavior, but challenges such as being busy or paying attention to academic material often become obstacles in consistent implementation. Although it was stated that in order for teachers to successfully change their students undesired behaviours, it is important for them to understand the limitations of positive reinforcement in order for successful interventions and management systems to be put into place (Jennifer et al., 2010).

Time limitations mean that English teachers do not have enough time to carry out in-depth monitoring. English teachers seldom monitor success during strategy implementation in class because the teacher have many tasks, from teaching, planning lessons, to assessing student work. This is show that strategies that include various approaches and techniques that teachers use in the classroom are still unable to create a structured and effective learning environment. One thing that is needed in the education system is innovation in classroom management strategies so that a new and varied learning atmosphere is obtained, which in the end is expected to create interesting and challenging learning in accordance with the development of students (Deva, 2019).

Limited school resources are a factor that causes English teachers to rarely match pairs according to assignments. This shows that the lack of media available from schools means English teachers are limited in paying attention to the work of working in pairs students. As said by Udoto in (Anggraini et al., 2018) inadequate teaching and learning resources tend to have a negative impact on student learning achievement.

English teachers have many responsibilities so that the time available is still not enough to assess student work. This is show that teachers are still not professional in fulfilling their duties as good English teachers in managing the class. Teachers are still unable to use their time effectively, resulting in difficulties for teachers in classroom management. Although Kristiawan and Rahmat in (Marlina et al., 2020) which says that professionalism is a need that cannot be postponed any longer, as

competition increases in the era of globalization, it is necessary to increase the professionalism of a teacher.

From the discussion above, the researcher concluded that it is true that teachers experience difficulties in managing the class and according to the English teacher's response. Thus, there are three factors that cause difficulties, namely time, academic priorities and inadequate school resources.

4.2.3 Data Analysis Technique for the Questionnaire

The third stage carried out by researcher was distributing questionnaires to seventh grade class A at UPTD SMP Negeri 4 Gunungsitoli. From the results of the student questionnaire, researcher found the following results:

On the questionnaire sheet, researcher used a Liket scale to measure students' responses regarding English teacher difficulties in classroom management in class. The Likert scale used consists of 4 options namely, always, often, seldom and never. From the questionnaire sheet, it can be seen that the difficulties found are correct or relevant to the results of observations that have been found previously. Of the 39 sub-indicators, there are 9 sub-indicators that have not yet been implemented by English teachers in classroom management. This is proven by the students' responses, most of whom chose the seldom and never criteria for these 9 sub-indicators. The nine sub-indicators are establishing the classroom environment, closing the lesson, transitions, parent defenses, building community among students, positive reinforcement, monitor success during implementation, match pairs according to task, and also determines how to keep records of student use and how to assess students' work.

4.2.4 The Research Findings Versus to the Latest Related Research

Previously, there was research that had been published. This research discusses teachers' classroom management. This research was

written by Arisandi et al (2022), this research is entitled "An Analysis of Classroom Management Problems Faced by Teachers in Teaching English". This research is aimed at finding out how the English teachers faced the classroom management problems in teaching English. The method of the research was descriptive qualitative research the data were collected by interview and observation. The subjects of this study were the English teachers of SMPN 2 Kuripan in the academic year of 2019/2020. After collecting the data, the researcher analyzed the data found qualitatively. The findings showed that the teachers applied classroom management such as physical design of classroom, rules, relationship, engaging and motivating interaction and discipline.

Furthermore, based on research conducted by Nurpadilah in a case study (2022). Every teacher who teaches a foreign language must have challenges in teaching and managing the class. The objectives of this study are: (1) To investigate the teacher's challenges in teaching English at the seventh grade of SMP Al-Islam 1 Surakarta in Academic year 2022/2023. (2) To investigate the challenges faced by English teacher in the classroom management at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2022/2023. The subjects of this study were two teachers who teach seventh grade at SMP Al-Islam 1 Surakarta. This research used qualitative approach. The researcher used instruments, namely observation, interview, and documentation. In analyzing the data, the researcher used theory of Miles et al: data reduction, data display, drawing conclusion and verification. To trustworthiness of the data, the researcher used technical triangulation. The results of this study indicate that: (1) Teachers face challenges in teaching English, namely the lack of students' English vocabulary, lack of exposure to English for students, students' psychological problems and linguistic problems experienced by teachers. (2) Related to the challenges of teachers in classroom management, teachers face a lack of student motivation in learning English and students who interfere in class during learning. Regarding some of these challenges, it turns out that there are still many challenges faced when

teaching and managing classes in teaching English in the classroom. So that varied teaching methods and good classroom management are needed by teachers to teach in the classroom in order to create a safe, comfortable learning atmosphere so that learning runs smoothly.

Based on the results of research conducted by researcher at UPTD SMP Negeri 4 Gunungsitoli, researcher found that English teachers difficulties at the school had and understood teachers' classroom management based on the three key elements of classroom mangement by Mc.Leod theories. However, researcher found that in learning English, some students had interest and motivation to learn when learning English, and there are also those who are not interested. From the results of the interview, the teacher said that there are various factors that influence English teacher difficulties in classroom management. English teachers difficulties can be influenced by students learning outcomes. Meanwhile, student learning disorders are the background and also the influence of the student's own environment, such as some students are more interested in online games, playing social media, and so on. Teachers have made various efforts, such as apply indikator of Time and Classroom Space, Student Behavior, and Instructional Strategies.

4.2.5 The Findings Versus Theories

The research results are compared with theory. According to Mc.leod (2003) in Nurpadilah 2023, there are three aspects or elements contained in the concept of classroom management, namely time and classroom space, student behavior, and instructional strategies. Perhaps it is time to take a fresh look at classroom management. In analyzing the English teacher difficulties in classroom management, these three key elements stand out as critical components of a well-managed classroom: Apart from that, Efficient use of time and classroom space, Implementation of strategies that influence students to make good choices, rather than ones that attempt to control student behavior, and wise choice and effective implementation of instructional strategies. Meanwhile, based on research data, teachers at UPTD SMP Negeri 4 Gunungsitoli

collaborate with fellow educators in developing and creating classroom management in teaching English. This collaboration is carried out by establishing communication relations with teachers by discussing various matters related to classroom management, such as learning materials, discussing extracurricular activities. Teachers adapt by understanding students' interests, talents and learning abilities in the classroom. Apart from that, teachers also make adaptations in the form of adapting to the entire school environment. Teachers also communicate with students' parents in overcoming student learning problems.

From the research results, it was found that the three factors that influence English teachers difficulties in classroom management at school, namely time, school resources , and the last is priority academis. In this case, the teacher tries to attract students' attention in learning by paying more attention, providing understanding and creating a good and enjoyable learning atmosphere.

4.2.6 The Research Findings Implications

The research findings reveal implications for English teachers difficulties in classroom management. A teacher must be able to give the best to his students. The success of the student's learning process is largely determined by the tecahers' classroom management. Classroom management is one of the important aspects in teaching English used by English teachers influence the English learning process become success and achieve the target or goals. This is because the teacher is a learning leader, facilitator, and at the same time a center learning initiatives. Therefore, teachers must always develop their abilities. Because what the teacher conveys becomes a guide to increase students' insight and abilities. Thus, the teacher's understanding of his role, both in the learning process in general, and his role in language learning, especially English, must be done well. With the aim that learning objectives can be achieved well too. Because English in Indonesia is taught and studied as a foreign language, especially in the classroom, the role of the teacher is very important because

the teacher is the main source and facilitator of knowledge and skills in the language. An English teacher is expected to play two roles at once, namely teaching English and making the teaching and learning process as interesting as possible in order to involve students in learning. Teacher classroom management refers more to the teacher's ability to manage classroom life, such as planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems.

4.2.7 The Research Finding Limitations

In this research, researcher realized that there were many short comings in the research process. This is the first research, so the researcher has no experience conducting previous research. Therefore, many things become challenges in conducting research due to lack of knowledge and there were misinterpretations of several terms, new sentences, and so on. These are several factors that future researcher must pay attention to in perfecting their research. Some of the limitations are as follows:

A. The researcher realizes that the research process carried out is still not perfect, there are still many shortcomings in conducting research, writing and processing data because the researcher is still a beginner, so the researcher cannot carry out this research perfectly.

B. Researcher' knowledge is still very limited in processing qualitative analysis data, as well as researcher' lack of ability to find reference sources that are in accordance with teachers' social competence in learning English.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Classroom management is one of the important aspects in teaching English used by English teachers influence the English learning process become success and achieve the target or goals. English teaching is a teaching process that aims to convey language knowledge and skills to students. The research done by the researcher has revealed that there are significant difficulties in classroom management faced by the English teacher in school. Researcher discovered this difficulty through observations and questionnaires. English teachers difficulties in classroom management consist of 9 sub-indicator. The nine sub-indicators are establishing the classroom environment, closing the lesson, transitions, parent defenses, building community among students, positive reinforcement, monitor success during implementation, match pairs according to task, and also determines how to keep records of student use and how to assess students' work.

Furthermore, based on the result of interview the researcher took some conclusions about the factors of English teachers difficulties in classroom management. According to NB and the research findings, there were three factors that cause difficulties, namely time, academic priorities and inadequate school resources.

5.2 Suggestion

There are some suggestions from the researcher after conducting the research and analysing the research findings, as elaborated below.

For the English teacher of UPTD SMP Negeri 4 Gunungsitoli, it is important to improve and modify the strategy in classroom management, particularly in teaching English to the students. The frequency of practice must be increased since practice makes perfect and to help the English teacher to create better classroom management.

For the students of UPTD SMP Negeri 4 Gunungsitoli and the students as future reader, they should have a perception that English is a

very possible skill to be mastered. Therefore, make a positive mindset and study harder will give beneficial impact in English proficiency.

The last but not the least, for the next researcher, they are expected to do better researches concerning the topic in this research in the future and prepare everything as good as possible in doing research and can follow up this research

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