

ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES IN INCREASING STUDENTS' LEARNING MOTIVATION IN ENGLISH AT SMP NEGERI 3 GUNUNGSITOLI ALO'OA

By Revordika Zega

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AT SMP NEGERI 3 GUNUNGSITOLI ALO'OA**

UNDERGRADUATE THESIS



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INTRODUCTION

1.1 Background of the Problem

Education serves as a vital tool for enhancing human resources through the inherent potential of educational institutions. It is essential for improving the quality of life at both national and state levels. This enhancement can be achieved by boosting the performance and competence of educators and education staff through effective, efficient, transparent, responsible, and authoritative methods (Setiyani, Churiyah, Arief; Sirait, Arhas, & Suprianto; Syam & Sudarmi in Suprianto et al., 2021). According to E. Mulyasa as cited by Nurfitri et al. (2022), three key elements are crucial for developing learning to elevate human resource quality: (1) infrastructure, (2) high-quality textbooks, and (3) skilled and professional teaching staff. Teachers play a critical role in the success or failure of the learning process within the classroom, making it imperative for them to devise effective strategies for instruction. One such strategy is classroom management.

Classroom management involves the teacher's efforts to create an atmosphere that is conducive, comfortable, and engaging, enabling optimal achievement of learning goals. Widiaworo, as referenced in Rizqi Nur Afifah & M. Reza Ifnuari (2022), describes classroom management as including the planning, organizing, and optimizing of various learning materials and facilities to foster effective and high-quality learning activities. Effective classroom management significantly impacts student behavior and contributes to a comfortable learning environment (Skiba in Rizqi Nur Afifah & M. Reza Ifnuari, 2022). An uninteresting or uncomfortable learning environment can lead to student boredom, which diminishes motivation and subsequently affects the quality of education and student performance (Utami in Rizqi Nur Afifah & M. Reza Ifnuari, 2022). Hence, effective classroom management is essential, as it directly influences students' learning behavior.

Teachers, including English teachers, must prepare and implement classroom management strategies. English, being crucial in today's global era, presents challenges for many students. Therefore, English teachers need to develop strategies to make learning engaging and prevent monotony. A lecture-based approach followed by practice questions often leads to student boredom and reduced motivation (Syaparuddin in Rodhatul Jennah et al., 2022).

Strategy, according to Kotler as cited in Husni Ayustia (2023), is a plan designed to achieve specific goals. Thus, a classroom management strategy in English teaching is a teacher's plan to create a conducive and enjoyable classroom environment that motivates students, facilitating effective and efficient learning. Beyond creating a positive learning environment, teachers must also enhance student motivation and improve achievement. Motivation is the internal drive that propels a person toward achieving goals. McDonald describes motivation as a change in energy characterized by a sense of purpose and response to a goal (Sardiman in Rodhatul Jennah et al., 2022). Consequently, it is crucial for teachers to increase students' learning motivation through well-prepared classroom management strategies to achieve educational objectives.

However, a discrepancy exists between expectations and reality. During the researcher's internship and observations at SMP Negeri 3 Gunungsitoli Alo'oa, it was noted that student motivation in English was lacking, and students appeared disengaged. This observation underscores the need to analyze the classroom management strategies employed by English teachers.

Based on these observations, the researcher is interested in analyzing classroom management strategies in English education. Thus, the research is titled "Analysis of Classroom Management Strategies in Increasing Students' Learning Motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa."

1.2 Focus on the Research

Based on the background presented by the researcher, there are two focuses for starting research, as follows:

1. Analyze the classroom management strategies by the English teacher in increasing students' learning motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.
2. Analyze the result of classroom management strategies in increasing students' learning motivation in English at SMP N. 3 Gunungsitoli Alo'oa.

1.3 Formulation of the Problem

Based on the research focus, the formulation of the problem to be researched is as follows:

1. What are the classroom management strategies by the English teacher in increasing students' learning motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa?
2. How the result of classroom management strategies in increasing students' learning motivation in English at SMP N. 3 Gunungsitoli Alo'oa?

1.4 Purpose of the Research

Based on formulation of the problem studied, this research aims to:

1. To analyze the classroom management strategies by the English teacher in increasing students' learning motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa
2. To analyze the result of classroom management strategies in increasing students' learning motivation in English at SMP N. 3 Gunungsitoli Alo'oa

1.5 Significance of the Research

There are several uses for this research, namely:

1. For the researcher, this research provides knowledge and experience to analyze the the class management strategies to increase student learning motivation

2. For teachers, this research can be used as reference material for the classroom management strategies to achieve learning goals.

For future researchers, it is hope that this research will become a guide and reference source for further research.

REVIEW OF RELATED LITERATURE**2.1 Theoretical Framework****2.1.1 Classroom Management**

a. Definition of Classroom Management

Classroom management involves two key concepts: management and classroom. Management refers to effectively using resources to achieve specific goals (Badruddin in Aslamiah et al., 2022). Hasibuan defines management as both a science and an art of utilizing human and other resources efficiently to achieve goals (Afriza Aslamiah et al., 2022). Therefore, management encompasses organizing and using resources effectively to meet set objectives.

The term classroom, according to the Indonesian Dictionary, denotes a space designated for learning. Arikunto expands this definition, describing the classroom as a group of students who gather at the same time and place to receive instruction from the same educator (Badrudin in Aslamiah et al., 2022). Thus, a classroom is essentially a setting where students convene simultaneously to learn from a single teacher.

⁴ Classroom management refers to the strategies used to create an effective and engaging learning environment that motivates students (Bahrudin in Aslamiah et al., 2022). Rusman (2018) explains that it involves teacher actions aimed at fostering positive student behavior, minimizing negative behavior, and creating a supportive classroom atmosphere.

In essence, classroom management involves creating an environment that fosters student enthusiasm, boosts motivation, and enhances achievement. Effective classroom management requires good organization and positive interpersonal interactions. For

English teachers, employing ⁵ effective classroom management strategies is crucial as it significantly contributes to successful teaching outcomes.

b. Objectives of Classroom Management

Sudirman, as cited by Aslamiah et al. (2022), suggests that classroom management involves providing facilities that support various learning activities in a social, emotional, and intellectual environment. These facilities help students learn effectively while creating a disciplined, satisfying, and respectful atmosphere. The goals of classroom management, according to Afriza in Aslamiah et al. (2022), include:

1. Ensuring optimal learning to achieve educational objectives efficiently.
2. Facilitating the display of student progress.

Salmiah, Rusman, and Abidin (2022) add that classroom management aims to: 1) create a conducive environment, 2) eliminate obstacles in the teaching process, 3) provide necessary learning resources, and 4) guide and support students based on their individual characteristics.

c. Scope of Classroom Management

Burhanuddin, as mentioned in Aslamiah et al. (2022), identifies two main areas of classroom management: (1) physical aspects, such as organizing the classroom layout and furniture, and (2) non-physical aspects, which include managing teaching methods and interactions. The Department of Education and Culture, as cited by Burhanuddin in Aslamiah et al. (2022), highlights that classroom management includes both arranging the physical environment and

optimizing teaching strategies to enhance student motivation and engagement.

d. Principles of Classroom Management

Djamarah, as referenced by Afriza in Aslamiah et al. (2022), outlines several principles for effective classroom management:

1. **Warmth and Enthusiasm:** Teachers who are warm and enthusiastic create a positive learning environment.
2. **Challenge:** Using challenging tasks and materials can boost student engagement and reduce disruptive behavior.
3. **Variety:** Incorporating diverse tools, media, and teaching styles helps maintain student interest and attention.
4. **Flexibility:** Adapting teaching strategies to meet student needs can prevent disruptions and create a productive learning climate.
5. **Emphasis on Positivity:** Focusing on positive student behaviors and providing reinforcement encourages good conduct.
6. **Self-Discipline:** Teachers should model self-discipline to inspire similar behavior in students.
7. **Emotional Stability:** Maintaining emotional control and patience is crucial for effective teaching.
8. **Optimism and Confidence:** Teachers should exhibit confidence in their teaching abilities.
9. **Modesty:** Teachers should maintain a professional appearance and demeanor.
10. **Fairness:** Treating all students equitably and without bias is essential.
11. **Humor:** Introducing humor into the classroom can create a relaxed and enjoyable learning atmosphere.

These principles guide teachers in managing their classrooms effectively, fostering a positive learning environment that enhances student motivation and achievement.

Characteristics of class conditions that support successful teaching and learning, namely that the class has a stimulating and challenging nature to always learn, provides a sense of security, and provides satisfaction to students after carrying out learning activities in class. Of course, all teachers want classroom conditions that can support the success of teaching and learning activities. For this reason, teachers must try to create the desired classroom conditions. This effort will be effective if: a. Teachers know precisely the factors that can support the creation of favorable conditions in teaching and learning activities; b. Teachers recognize problems that are expected to arise in teaching and learning activities that can damage the learning climate in the classroom; c. Teachers master various approaches to classroom management and know when and for what problems an approach is used.

e. Factors Influencing Classroom Management

Problems in learning are quite complex problems. The teacher is one of the learning components that plays an important role in the learning process, the teacher determines the success of the teaching and learning process in the classroom because the teacher is the transmitter of material to students. Learning will be successful if the teacher's learning interactions with students are smooth. Failure to do so in learning will have an impact on the message given by the teacher. Sometimes the message is successfully conveyed and sometimes it encounters obstacles.

Obstacles in the learning process include 1) No response from students; 2) Bifurcated student attention; 3) Confused interpretation between teachers and students; 4) Lack of student attention because the teacher is very monotonous; 5) Verbalism, the teacher only speaks, while the students are passive; and 6) Very disturbing physical environmental conditions.

Teachers should be able to manage classroom conditions well to overcome obstacles that occur during the learning process. The learning process that occurs in the classroom needs to be considered, planned and managed well to increase the success of the teaching and learning process so that learning objectives can be achieved.

According to Suwardi & Daryanto in Aslamiah et al, (2022), two factors influence classroom management, namely physical condition factors of the class and non-physical condition factors (socio-emotional). The physical condition of the class includes the arrangement of the learning area, including the arrangement of student seating. Meanwhile, non-physical factors (socio-emotional) are those that are attached to the teacher himself when teaching in the classroom.

2.1.2 Strategy

According to Athapaththu as cited in Danditya (2021), strategy refers to a detailed action plan designed to set goals and objectives and determine the methods to achieve them. Similarly, Merriam-Webster's Dictionary, as referenced by Nasiba et al. (2021), defines strategy as a deliberate plan crafted to achieve specific objectives, typically over an extended period. Essentially, a strategy is a well-thought-out plan developed to reach particular goals through planned actions.

In the context of classroom management, strategies are crucial for teachers. These strategies are designed to optimize the learning process and help achieve educational goals effectively.

To summarize, a classroom management strategy involves a structured plan, actions, and efforts created by the teacher to establish a learning environment that is comfortable and engaging. Such strategies aim to foster student enthusiasm, enhance motivation, and improve the

overall quality of education, ensuring that the learning objectives are successfully met.

2.1.3 Student Learning Motivation in English

a. Definition of Motivation

Motivation is crucial as it drives individuals to pursue and persist in various activities. According to Alizadeh, as cited by Aprilia Purmama et al. (2019), motivation is the guiding force behind behavior, influencing a person's inclination to repeat or avoid certain actions. Hayikaleng, Nair, and Krishnasamy, also referenced by Aprilia Purmama et al. (2019), highlight that motivation is essential for student success in learning English. Additionally, Lai, in Aprilia Purmama et al. (2019), describes motivation as the underlying reasons for behavior, marked by will and determination. Motivation encompasses beliefs, perceptions, values, and interests, which collectively drive students to engage actively in learning English.

Hamzah, as noted by Eka (2023), identifies six key indicators of learning motivation: a desire to succeed, encouragement and necessity for learning, aspirations for the future, recognition in learning, engaging activities, and a supportive learning environment.

In summary, motivation is a crucial factor in education, influencing why and how students engage in learning activities. It is especially significant in learning English, as it fosters the drive needed to achieve educational goals.

b. Learning English

According to Winkel, as referenced by Nabila Laila et al. (2020), learning involves mental activities that occur through active interaction between an individual and their environment. This

process leads to relatively stable and lasting changes in areas such as knowledge, understanding, skills, and attitudes. Similarly, Khodijah, as cited by Nabila Laila et al. (2020), defines learning as a process that enables individuals to develop new competencies, skills, and attitudes through internal mental processes, resulting in lasting behavioral changes. Therefore, learning is a continuous process aimed at enhancing a person's inherent potential in knowledge, skills, and attitudes.

English, being a global language, is essential and widely used around the world. It is taught across various educational levels, from kindergarten to higher education. The goal of learning English is to develop students' abilities in reading, writing, speaking, and listening. Aminah & Nugraha, as mentioned by Indi Amelia et al. (2024), highlight that mastering English is crucial in the 4.0 era due to its dominance as an international communication medium. However, not all students are enthusiastic about learning English, which presents a challenge for teachers. It is crucial for educators to find effective ways to motivate students, ensuring that they remain engaged and attentive during English lessons.

2.2 Relevant Research

⁴ Based on previous research conducted by Rifda Diniatulhag et al (2020) entitled "Classroom Management Strategies in English Language Teaching: English Teachers' Perspectives". Discusses classroom management. The journal states that ³ classroom management is the creation of more conducive student learning conditions, where conducive learning is the most important prerequisite for the smooth implementation of student learning activities, so that the smooth learning process has a greater influence on optimal learning outcomes. Apart from that, good classroom management is a teacher who ³ can serve and help students' learning needs. So the characteristics and needs of students need to be known and paid attention to by teachers as well as possible. This research analyzes ²³ classroom management strategies in

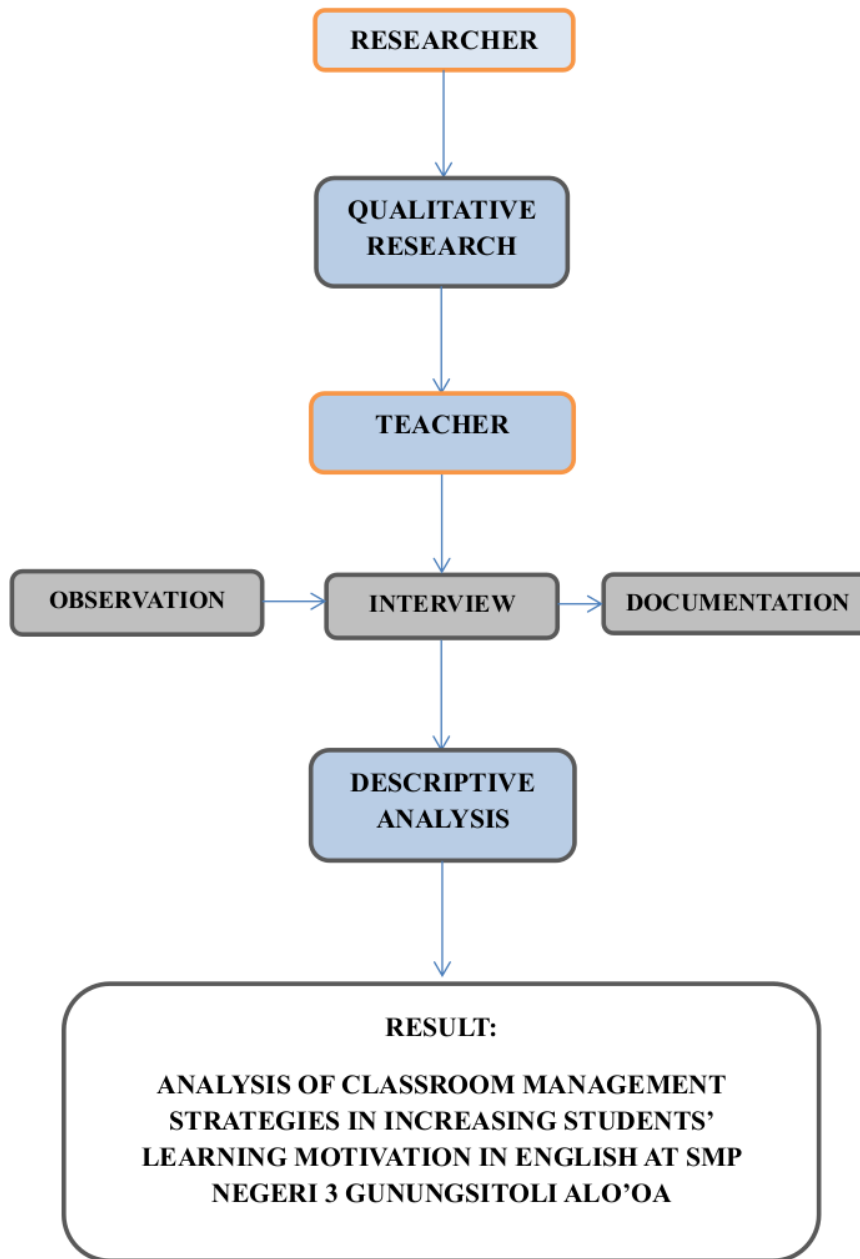
Teaching English in three junior high schools in Yogyakarta with research results showing that there are three dominant aspects in the classroom management system, namely; curriculum and learning management (curriculum planning, creating learning plans, scheduling, methods implementation of learning and assessment), management behavior (teachers set and enforce rules and the procedure, the teacher starts the lesson, the teacher builds relationships with students, the teacher applies discipline and its consequences as well as teacher involvement in the learning process), and environmental management (classroom arrangements, namely arranging furniture and determining the number of students).

Furthermore, previous research was conducted by Amalia Ratna Zakiah Wati and Syunu Trihantoyo with the research title "Strategi Pengelolaan kelas Unggulan dalam Meningkatkan Prestasi Belajar Siswa". The results of the research show that managing superior classes in improving learning achievement requires a strategy, which SMPN 1 Turi Lamongan has several strategies for managing superior classes in improving student learning achievement, namely Building Collaboration with Students in Learning, Creating a Conducive Learning Climate, Process Evaluation Learn how to teach.

Thi and Nguyen (2021) conducted a study titled "The Effects of Classroom Management Styles on Students' Motivation and Academic Achievement in Learning English." This research aimed to explore teachers' and students' perceptions of how classroom management influences motivation in English learning. It also assessed the various classroom management styles used by teachers and evaluated their effects on students' motivation and academic performance. The study employed a mixed-method approach, using interviews and questionnaires to gather data. Fourteen English teachers were interviewed, and 398 students (comprising 201 10th graders and 197 12th graders) completed the questionnaires. The results revealed different classroom management styles across various grade levels, with each level exhibiting a predominant style.

Among the studies mentioned, there are notable differences, including variations in research settings, samples, and methodologies. However, a commonality among them is their focus on classroom management and its role in enhancing students' motivation to learn English. The primary distinction lies in their research contexts and the methods used.

2.3 Conceptual Framework



RESEARCH METHOD

3.1 Approach and Type of the Research

Qualitative research with descriptive methodologies will be used to undertake this study. Creswell in Marinu (2020) defines qualitative research as an investigation of human problems and social phenomena. Additionally, according to Sidiq and Choiri (2019), qualitative research is a scientific research strategy that aims to find meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon. It is focused, multimethod, natural, and holistic, prioritizes quality, uses a variety of methods, and is presented narratively.

Thus, it can be concluded that qualitative research is a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and particular social situation. In qualitative research, the researcher is the key instrument for understanding and interpreting each phenomenon, symptom, and particular social situation.

In this research, researchers use descriptive qualitative to analyze and describe classroom management strategies by English teachers to increase students' motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.

3.2 Variables of the Research

According to Suharsimi Arikunto, as cited by Benny et al. (2022), research variables are characteristics or properties of individuals, objects, or activities that can vary and are selected by researchers for study to draw conclusions. In research, variables are classified into "independent" variables, which can be altered or controlled, and "dependent" variables, which are affected by changes in the independent variables.

In this study, two key variables are identified: "classroom management strategies" as the independent variable and "increasing students' motivation in English" as the dependent variable. The independent variable, which is the classroom management strategy, is anticipated to impact the dependent variable, which is the enhancement of student motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.

3.3. Setting and Schedule of the Research

The research will be conducted at SMP Negeri 3 Gunungsitoli Alo'oa, located in Desa Nazalou Lolowua, Kecamatan Gunungsitoli Alo'oa, Kota Gunungsitoli, Provinsi Sumatera Utara. The schedule of research is estimated to be carried out in June-July.

3.4 Source Data

Research data sources are all sources that provide information or data used in the research process. In this research, researchers will collect data sources through primary data and secondary data. In collecting primary data, researchers will collect data directly at the research location by conducting interviews, observation, and documentation. Likewise, secondary data sources for researchers use various journal articles and books related to research writing.

3.5 Instrument of the Research

Research instruments are tools used by researchers to gather data for a study. As explained by Septian (2020), these instruments are designed to measure various natural and social phenomena. Their purpose is to collect data or information that is essential for addressing research questions..

In this research, researchers will use research instruments in the form of questions asked directly in the form of interviews, and recording equipment, taking pictures or documentation in the form of cell phones.

3.6 Data Collecting Technique

Data collection techniques as a method of data analysis techniques. There are several data collection techniques that the author uses, namely:

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a) Observation

Observation is a method of collecting data by directly observing research objects (Riyanto in Hardani et al, 2020). Researchers employ observation as a data gathering strategy with the goal of being able to view and observe directly what and how classroom management strategies affect student motivation in English.

b) Interview

Interviews are data or information collection techniques that involve direct interaction between researchers and respondents to obtain information relevant to the research topic. In this research, researchers will conduct interviews with English teachers to obtain relevant and clear information regarding classroom management strategies to increase student motivation in English as material for discussion in the research.

c) Documentation

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Documentation is a process of evidence based on any type of source in the form of written, oral, pictorial or archaeological (Datuk in Hasan et al 2022). Based on this understanding, researchers will use images in the form of photographs in this research as information that supports the research being conducted

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3.7 Data Analysis Technique

Data analysis in this research is the process of systematically searching, compiling and analyzing data obtained from interviews so that it is easy to understand and of course can be informed to other people. In this

research, the "Miles and Huberman" analysis technique in Hardani (2020) is used, namely "interactive qualitative" which is understood in several stages, namely:

1) Data Reduction

Reducing data means summarizing, assessing the main things. The data reduction stage carried out by the researcher was carried out by summarizing all the data that had been obtained in the field and focusing on important things to look for themes and patterns through data sharpening and classification activities. Sharpening is done by changing long words and sentences into concise sentences and data classification is done by grouping similar data and looking for patterns by writing or typing them in the form of descriptions.

2) Data Display

Presentation of data in qualitative research is carried out in the form of narrative text (Miles & Huberman in Hardani 2020). In qualitative research, the researcher presents data based on selected sources, namely class VIII English teachers at SMP Negeri 3 Gunungsitoli Alo'oa, and has fulfilled the researcher objectives through the results of observation and in-depth interview. By presenting data, it will make it easier for researchers to understand what happened and plan further work based on what the researcher has understood (Miles and Huberman in Hardani 2020).

3) Conclusion and Verification

The next step is to generate preliminary conclusions based on information gathered in the field. The first conclusion is only transitory and will change if strong supporting evidence is not discovered during the next step of data collection. The researcher then verified the research data. If temporary findings require more data, the data collection process

will be repeated. Following ¹the verification, the researcher presented the findings in the field.

CHAPTER IV

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RESULTS AND DISCUSSION

4.1 Research Results

The data collection in this research was carried out at SMP Negeri 3 Gunungsitoli Alo'oa. The school is located in Nazalou Lolowua Village, Gunungsitoli Alo'oa district, Gunungsotoli City, North Sumatra Province

The sources of information were two English teachers in the eighth grade. The techniques collection of the data through observation and interview. The interview was conducted by asking questions directly to two English teachers in the eighth grade at SMP Negeri 3 Gunungsitoli Alo'oa. Meanwhile, observation was carried out when the English teachers were teaching in the classroom.

4.1.1 The Result of Observation

The classroom observation was conducted by the researcher when the teacher was teaching in the classroom. The teacher as the source of information in this case is the eighth grade English teacher at SMP Negeri 3 Gunungsitoli Alo'oa, on behalf of Mr Hosea Harefa, S.Pd and Mrs Septriana Zebua, S.Pd. The researcher observed both teachers to find out how classroom management strategies used by teachers in increasing students' learning motivation in English. To find out more, here are the results of the observations found by the researcher. The statements in the observation list used are based on the highest regulation on classroom management regulations in 2007 and learning motivation indicators by Hamzah in Eka (2023).

Table 4.1 Observation Sheet

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 Nama Sekolah : UPTD SMP Negeri 3 Gunungsitoli Alo'oa
 Nama Guru : Hosea Harefa, S.Pd
 Kelas/Semester : VIII-2/I
 Mata pelajaran : Bahasa Inggris
 Hari/Tanggal : Selasa/ 06 Agustus 2024
 Topik pelajaran : Celebrating Independence Day

No	Observed aspects	Indicators	Realisation		Description
			Yes	No	
1.	Classroom management (Physical)	The teacher arranges seating according to the characteristics of the students and subjects, as well as the learning activities to be carried out	√		Student seating is appropriate to the characteristics of the student, namely according to the student's body posture
		Teacher create order, discipline, comfort, safety, and compliance with regulations in carrying out	√		Students in class are orderly and feel safe, and do not feel pressured in class

		the learning process			
2.	Class management (Non Physical)	Teacher carry out learning using varied teaching methods (Discussion, Lecture, Games)	√		Lecture, Discussion,
3.	Learning Motivation	Teacher provide encouragement and meet students' learning needs (provide additional explanations)	√		The teacher encourages students to think and explore their abilities to understand the learning material.
		The presence of rewards in learning.	√		The teacher provides reinforcement and feedback on students' responses and learning outcomes during the learning

					process, giving praise to students with words such as 'good,' 'very good,' and 'you are a good student.'
		The teacher creates engaging activities in the learning process.	√		the teacher assigns students to discussion groups
		Students have a strong desire to succeed in their learning.	√		Students pay attention to the teacher's instructions and practice in front of the class.

Observation Sheet

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Nama Sekolah : UPTD SMP Negeri 3 Gunungsitoli Alo'oa

Nama Guru : Septriana Zebua, S.Pd

Kelas/Semester : VIII-3/I

Mata pelajaran : Bahasa Inggris

Hari/Tanggal : Kamis/01 Agustus 2024

Topik pelajaran : Personal Experience in the Past

No	Observed aspects	Indicators	Realisation		Description
			Yaes	No	

1.	Classroom management (physical)	<p>2</p> <p>The teacher arranges seating according to the characteristics of the students and subjects, as well as the learning activities to be carried out</p>	√		Student seating is arranged according to the learning activities being conducted.
		<p>2</p> <p>Teacher create order, discipline, comfort, safety, and compliance with regulations in carrying out the learning process</p>	√		Students are orderly, comfortable, and disciplined in forming study groups.
2.	Classroom management (Non physical)	Teacher carry out learning using varied teaching methods (Discussion, Lecture, Games)	√		Discussion
3.	Learning Motivation	Teacher provide encouragement and meet students' learning needs (provide additional explanations)	√		The teacher reviews the material shared with the students, encouraging them to think both individually and in groups to answer the questions posed

					by the teacher
		The presence of rewards in learning.	√		The teacher provides positive reinforcement by complimenting students with phrases like "good" and acknowledges the top group by saying "Group 1 is the winner."
		The teacher creates engaging activities in the learning process.	√		By forming groups, each group shares their opinions.
		Students have a strong desire to succeed in their learning.	√		Students express their views on the material presented, respond quickly to the teacher, and answer questions posed by the teacher about the discussed material.

4.1.2 The Result of Interview

The next data collection is through interview. The interview here was carried out at school by asking questions directly to two eighth grade English teachers at SMP Negeri 3 Gunungsitoli Alo'oa

Tabel 4.2 Interview Sheet

Identitas Informan 1		
Nama	:	Hosea Harefa, S.Pd
Jabatan	:	Guru Mata Pelajaran Bahasa Inggris
Hari/Tanggal	:	Rabu/ 07 Agustus 2024
Pukul	:	09:00-09:30 WIB
Lokasi	:	SMP Negeri 3 Gunungsitoli Alo'oa
No	QUESTION	ANSWER
1.	What classroom management strategies do you implement to increase students' motivation in learning English?	The classroom management strategy I implement involves selecting teaching methods that align with the students' conditions, namely group discussion and personal approaches. The grouping method is based on students' abilities, where more capable students are paired with less capable ones so that each group is balanced. The aim is to motivate the less capable students. The personal approach involves the teacher first presenting the material generally, then giving students the opportunity to share their understanding or opinions about the material before the teacher explains it in detail. This helps gauge students' comprehension of the material and allows the teacher to assess each

		student's engagement in responding to questions based on the learning content.
2.	How do you assess the effectiveness of the classroom management strategies you use in enhancing students' motivation in English?	To assess the effectiveness of the strategies I use to enhance student learning motivation, I consider several key factors: how student engagement improves during the learning process in the classroom, student participation in expressing their opinions, and their enthusiasm for the material provided by the teacher through the discussion method implemented by the teacher. Additionally, I evaluate the feedback given by students during the class. By examining these aspects, the teacher can determine whether the strategies effectively address the need to increase student motivation in learning English..
3.	What are the main challenges you face when applying classroom management strategies to improve student motivation in English, and how do you address these challenges?	The challenge is that if there is insufficient supervision from the teacher, students within the discussion groups can become noisy, disorderly, and unfocused. Additionally, when the teacher does not adequately monitor the group, some students may become inactive, neglectful, and fail to contribute to the discussion on the topic being covered. The solution to

		<p>these challenges is to ensure proper supervision from the teacher. The teacher should continuously monitor the students' work during group discussions and provide motivation to students. This motivation includes giving understanding, praise, and actively engaging with each group to identify and address any issues or difficulties that arise among students within the groups.</p>
4.	<p>How do you adjust your classroom management strategies ⁵ to meet the individual motivational needs of students in English?</p>	<p>By providing support to less active students and those who do not fully understand the learning objectives—sometimes students may not ask questions even if they don't understand—teachers can encourage these students. Praise and the supportive approach from the teacher can help students gain the confidence to ask questions about what they don't understand in the learning material.</p>
5.	<p>What feedback do you receive from students regarding the classroom management strategies implemented to enhance their motivation in English?</p>	<p>Firstly, students are able to understand the learning material. Secondly, they are able to complete the assignments related to the learning material given to them. Additionally, students are active in providing their arguments regarding the learning material.</p>

Identitas Informan 2Nama : Septriana Zebua, S.Pd ²¹

Jabatan : Guru Mata Pelajaran Bahasa Inggris

Hari/Tanggal : Rabu/ 07 Agustus 2024

Pukul : 10: 00 -10:30 WIB

Lokasi : SMP Negeri 3 Gunungsitoli Alo'oa

No	QUESTION	ANSWER
1.	What classroom management strategies do you apply to increase students' motivation in learning English? ¹³	I will briefly explain the classroom management strategies. Applying effective classroom management strategies is crucial, especially in a diverse classroom. With students coming from various backgrounds and learning styles, creating a positive and inclusive learning environment can also be a significant challenge for a teacher. As an English teacher, one of the strategies I use is group discussion. In these group discussions, I group more capable students with less capable ones. I do not place all the capable students together but mix them with those who are less capable, aiming to provide motivation and encouragement for the less capable students, thus fostering a conducive atmosphere within each group.
2.	How do you assess effectiveness of the classroom management strategies you use in ¹²	To assess effectiveness of the classroom management strategies I use to enhance students' motivation, I observe the activity levels within the

	enhancing students' motivation in English?	groups I have formed. I look at how students respond, share their opinions, provide answers, and present their group's results.
3.	What are the main challenges you face when implementing classroom management strategies to improve student motivation in English, and how do you address these challenges?	The main challenge I face when implementing these classroom management strategies, especially when grouping students, involves various factors. For example, students have different abilities; some understand well while others do not. Some students quickly grasp what is being taught, while others struggle. Additionally, there are issues with resources and facilities, such as students not bringing dictionaries even though they are advised to do so. There is also a lack of interest in learning, particularly in English, which is another challenge for me as a teacher.
4.	How do you adjust your classroom management strategies to meet the individual motivational needs of students in English?	To address these challenges, I select appropriate learning methods, utilize learning resources effectively, and create an enjoyable learning atmosphere to motivate students and encourage their willingness to learn English, thus preventing boredom.
5.	What feedback do you receive from students regarding the classroom management strategies	Feedback from students regarding the strategies used to increase their motivation in learning English includes their ability to answer

	implemented to boost their motivation in English?	questions or complete assignments. Students are also able to present their results or express their opinions related to the discussed material when required by the teacher.
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4.2 Discussion

4.2.1 The Description and Interpretation of the Research Result

Based on the research findings presented earlier, this section will discuss these findings to address the research question regarding classroom management strategies by the English teacher in increasing students' learning motivation in English. The focus of the research includes examining the classroom management strategies by the English teacher in increasing students' learning motivation in English, and how the result of classroom management strategies in increasing students' learning motivation in English.

a. Data analysis techniques Observation results

The observation table indicates that both Mr. Hosea and Mrs. Septriana Zebua focus on factors that enhance students' comfort and safety through their classroom management practices. Mr. Hosea arranges student seating according to physical characteristics like posture, which helps prevent discomfort and enhances concentration. A well-organized classroom that meets students' needs fosters a supportive learning environment. This approach aligns with the findings of Moore and Goribayashi (2022) in *The Impact of Learning Environment on Student Engagement*, which suggest that supportive physical environments, including suitable seating arrangements, positively affect student engagement and learning outcomes.

In a similar vein, Mrs. Septriana Zebua arranges seating based on the learning activity, using flexible arrangements that allow for group or individual work as needed. Mazzone (2023) in *Classroom Design and Student Outcomes* notes that flexible seating arrangements can enhance classroom dynamics and support various forms of interaction, leading to more active engagement and collaboration among students. This adaptable seating contributes to a productive and enjoyable learning environment, in line with effective classroom management principles.

Regarding the learning process, both teachers utilize a varied approach. Mr. Hosea incorporates both lectures and discussions to maintain student interest and avoid monotony. Mrs. Septriana Zebua similarly encourages active participation through discussions and group work, allowing ³ students to interact and learn from each other, which enriches their educational experience. Both teachers also employ positive feedback and praise consistently, reinforcing positive behavior and boosting motivation. According to Skinner (2024), positive reinforcement through praise and rewards effectively enhances motivation and positively influences student behavior.

The observation confirms that the strategies used by Mr. Hosea Harefa and Mrs. Septriana Zebua at SMP Negeri 3 Gunungsitoli Alo'oa are successful in increasing student motivation. Effective classroom management, diverse teaching methods, and appropriate encouragement and rewards all contribute to enhanced motivation in learning English. Theoretical support indicates that these strategies are both practically effective and grounded in established principles of motivation and learning.

b. Data analysis techniques for interview results

Based on interviews with the two English teachers, Mr. Hosea uses group discussions and personalized methods to enhance student motivation. By grouping students according to their abilities, Mr. Hosea aims to create balanced groups where less proficient students receive encouragement from their peers. Additionally, he employs a personalized approach that allows students to express their understanding and receive immediate feedback. The use of praise and flattery is also part of his strategy to motivate students to actively participate. Dweck (2022) supports this approach, noting that praise and positive feedback are crucial in motivating students. Specifically, recognizing active participation can boost intrinsic motivation and encourage further engagement in learning.

Understanding student needs involves direct interaction to identify their requirements and provide appropriate support, which helps increase their confidence and motivation. Teachers must consider student involvement and feedback to assess the effectiveness of their strategies. Mrs. Septriana Zebua also uses group discussions with mixed ability levels to foster an inclusive and supportive learning environment. This method helps motivate less skilled students by allowing them to learn from more advanced peers. Effectiveness is evaluated by observing student engagement and their ability to contribute to and present group discussions. Challenges include varying student abilities and insufficient learning resources. To address these issues, Mrs. Zebua incorporates diverse teaching methods and materials, creating an engaging atmosphere to maintain student interest and motivation. Brown and McMillan (2023) emphasize that a stimulating and supportive learning environment can significantly enhance student engagement and prevent boredom.

In summary, both teachers employ classroom management strategies that focus on effective group formation, personalized interactions, and positive reinforcement. Their efforts to adapt these strategies to individual student needs have successfully increased motivation and engagement in English at SMP Negeri 3 Gunungsitoli Alo'oa.

4.2.3 The Research Findings Versus to the Latest Related Research

Several studies offer insights into education and classroom management that are relevant to my research titled "*Analysis of Classroom Management Strategies in Increasing Students' Learning Motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa.*"

The first study, by Rifda Diniatulhag et al. (2020), titled "*Classroom Management Strategies in English Language Teaching: English Teachers' Perspectives,*" underscores the significance of effective classroom management in fostering a productive learning environment. Both this study and my research highlight that well-organized classroom management, including seating arrangements and personalized approaches, is crucial for enhancing student motivation. While Rifda Diniatulhag et al. cover aspects such as curriculum and behavior management along with physical classroom arrangements, my research zeroes in on physical classroom management, teaching methods, and positive reinforcement.

The second study, by Amalia Ratna Zakiah Wati and Syunu Trihantoyo (2020), titled "*Outstanding Classroom Management Strategies to Improve Student Learning Achievement,*" demonstrates how effective classroom management strategies can elevate student performance. This aligns with my findings, which also show that effective classroom management boosts student motivation. Both studies emphasize the role of feedback and rewards. However, their research focuses broadly on exceptional classroom management

strategies and their impact on student achievement, highlighting collaboration and process evaluation, while my study specifically examines teaching methods and personalized approaches.

The third study, by Thi, T. T., & Nguyen, H. T. T. (2021), titled "*The Effects of Classroom Management Styles on Students' Motivation and Academic Achievement in Learning English*," explores how different classroom management styles influence student motivation and academic success. This is consistent with my research, which also indicates that effective classroom management and appropriate teaching strategies enhance motivation and learning outcomes. Thi & Nguyen use a mixed-method approach with interviews and questionnaires, whereas my study relies on qualitative data from direct observations and teacher interviews. Additionally, Thi & Nguyen investigate a variety of management styles, while my research focuses specifically on the classroom management strategies and teaching methods used by two teachers at one school..

4.2.4 The Findings Versus Theories

The findings from this research indicate that the classroom management strategies implemented by both eighth-grade English teachers at SMP Negeri 3 Gunungsitoli Alo'oa are effective in enhancing student motivation. These findings align with recent theories on managing learning environments and motivation.

In terms of physical classroom management, the first teacher applies seating arrangements based on students' body posture to improve their comfort and concentration. This approach supports recent theories proposed by Yang et al. (2022), which suggest that seating arrangements tailored to students' physical characteristics can reduce distractions and enhance students' focus, thereby supporting their engagement in the learning process. In contrast, the second teacher uses flexible seating arrangements to accommodate learning

activities, which aligns with findings by Wang and Wang (2023) that flexible classroom design facilitates various forms of interaction and collaboration, creating a more dynamic and inclusive learning environment.

² Regarding the management of the learning process, both teachers employ varied and dynamic approaches. The first teacher uses lectures and discussions to maintain student interest and prevent boredom. This is consistent with recent guidelines from Johnson et al. (2023), which emphasize that diverse teaching approaches can increase student engagement and motivation. Ms. Septriana Zebua also utilizes group discussions and personal approaches to motivate students. This aligns with the theory by Thomas and Peterson (2023), which explains that personal feedback and praise can significantly enhance students' intrinsic motivation and encourage their active participation in learning.

Interview results show that the first teacher divides students into groups based on their abilities and uses a personal approach to provide direct feedback, supporting recent theory by Green et al. (2022) that suggests diverse group approaches and personal feedback can boost students' self-confidence and motivation to learn. On the other hand, the second teacher creates an inclusive learning atmosphere by involving students of various ability levels, supporting the recent theory by Carter and Edwards (2023) that states an inclusive learning environment and diverse teaching methods can motivate students and enhance their engagement in the learning process.

Overall, observations and interview results show that good classroom management, varied teaching methods, and positive feedback are key to enhancing student motivation. These findings are supported by recent theories that indicate these strategies are not only

practically effective but also align with the latest principles in motivation and learning.

4.2.5 The Research Findings Implications

The research findings indicate that ³ the classroom management strategies employed by the eighth-grade English teachers at SMP Negeri 3 Gunungsitoli Alo'oa significantly impact student motivation. These findings highlight the critical role of organized classroom management and adaptable teaching methods in fostering a conducive learning environment. Recent studies corroborate the idea that physical classroom arrangements that prioritize student comfort and flexibility in learning activities can enhance engagement and educational outcomes. This aligns with Harris et al. (2022), who argue that classroom designs addressing students' physical needs and accommodating various learning activities lead to greater student engagement.

The varied teaching methods used by the teachers illustrate how incorporating multiple approaches can alleviate monotony and sustain student interest. This is supported by Stevens and Brown (2023), who demonstrate that using a mix of lectures, discussions, and group work can effectively boost student motivation and engagement. This underscores the necessity for educators to incorporate diverse teaching techniques into their lesson plans for optimal results.

Additionally, the consistent use of positive feedback and praise by both teachers is shown to significantly impact student motivation. Carter and Davis (2022) highlight that regular positive reinforcement can enhance students' intrinsic motivation and reinforce desirable behavior. This suggests that teachers should actively offer supportive and motivating feedback to increase engagement and improve learning outcomes.

The group discussion method employed by one of the teachers also proves effective in fostering an inclusive and positive learning environment. Nguyen et al. (2023) show that collaborative group work can facilitate deeper learning and elevate student motivation. This finding suggests that educators should integrate collaborative strategies to encourage interaction and active participation among students.

In summary, the research emphasizes the importance of effective classroom management, diverse teaching methods, and positive feedback in boosting student motivation. The implication is that these strategies should be thoroughly integrated into teaching practices to create a supportive learning environment and enhance student engagement. Recent research supports this view, highlighting the crucial role of classroom design, varied teaching techniques, and positive reinforcement in achieving better learning outcomes.

4.2.6 The Research Findings Limitations

Although this research provides valuable insights into classroom management strategies for increasing student motivation in English at SMP Negeri 3 Gunungsitoli Alo'oa, the researcher acknowledges several limitations that need to be considered:

- a. Methodological Limitations:** This study uses observation and interviews as the primary methods for collecting data on classroom management and student motivation. While these methods provide in-depth insights into the practices of the teachers, methodological limitations include the potential for interpretive bias from the observer and subjectivity in interview reports. Observations limited to a specific time or session may not cover the full range of classroom management practices employed by the teachers.
- b. Time and Resource Constraints:** The limited duration of the study and the available resources present significant constraints.

Observations and interviews were conducted over a short period, which may not be sufficient to capture long-term changes or the full impact of the implemented classroom management strategies. These limitations also restrict the researcher's ability to conduct a more thorough analysis and comprehensive evaluation.

- c. **Generalization Limitations:** This study focuses on two teachers at a single school, which may limit the ability to generalize the findings to a broader context. Findings from one school with two teachers may not fully represent classroom management practices and their impact in other schools or different contexts.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.2 Conclusion

Classroom management involves a teacher's efforts to cultivate a learning environment that sparks student enthusiasm, enhances motivation, and improves academic achievement. Effective classroom organization and the development of positive interpersonal relationships are crucial for creating a conducive learning atmosphere.

This research examined the classroom management strategies employed by Mr. Hosea Harefa and Mrs. Septriana Zebua at SMP Negeri 3 Gunungsitoli Alo'oa. Observations and interviews revealed that both teachers focused on physical classroom arrangements and diverse teaching methods to boost student motivation and engagement. Mr. Hosea arranged seating based on students' physical characteristics, while Mrs. Septriana used flexible seating arrangements tailored to various learning activities. Both teachers also implemented a range of teaching methods, including lectures, discussions, and personalized approaches, and provided positive feedback to encourage student motivation.

These findings align with current theories on classroom management and student motivation, which suggest that a supportive physical environment and varied teaching methods can enhance student engagement and improve learning outcomes. Additionally, positive feedback and praise have been shown to reinforce desirable student behavior and foster intrinsic motivation. Nonetheless, the study recognizes limitations related to methodology, time constraints, resources, and the generalizability of the findings.

5.2 Recommendation

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Based on the findings of this research, the following recommendations are proposed to enhance the effectiveness of classroom management and the learning process at SMP Negeri 3 Gunungsitoli Alo'oa:

- a. Diversify Teaching Methods: The observation and interview results indicate that employing a range of teaching methods effectively maintains student interest. It is therefore advised that both teachers persist in expanding and utilizing various instructional techniques, including lectures, discussions, group projects, and problem-based learning.
- b. Reinforcement and Positive Feedback: To boost student motivation and engagement, teachers should consistently use positive reinforcement strategies, such as giving praise and offering constructive feedback. Additionally, incorporating opportunities for students to engage in self-evaluation and reflection can further enhance their self-confidence and intrinsic motivation.
- c. Enhance Resources and Learning Media: Given the issues with insufficient learning media, it is recommended that the school enhance the availability and quality of educational resources. This includes supplying visual aids, technological devices, and relevant teaching materials. Such improvements can assist teachers in delivering content more effectively and engagingly, thereby fostering a more interactive learning environment.

ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES IN INCREASING STUDENTS' LEARNING MOTIVATION IN ENGLISH AT SMP NEGERI 3 GUNUNGSITOLI ALO'OA

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