
CLASSROOM MANAGEMENT IMPACTS STUDENTS' ACHIEVEMENT IN JUNIOR HIGH SCHOOL

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Abstract

Classroom management impacts student's achievement. It is the way to manage our classroom to increase achievement. In this case, managing class impacts student's achievement focus on three steps. First, managing motivation of our students. We make sure that our student interest in our subject. In addition, We make our class enjoy for students. Make our class are interesting environment, for example: we can play video, movie and many thing to interact our students. Second. Managing the constraints. As a teacher, we decrease the constraints of our students and motivate them to get the best achievement. We divide our class in group, so we can give the chance to show on their knowledge and their confidence to decrease the constraints. Third, managing teacher's role. Teacher has many roles in the classroom. The point is, teacher can do the roles at different times appropriately. We can improve our student achievement. It is important thing that as teacher not only just teach or transfer knowledge but also educate them to get the best achievement.

Keywords: *Classroom management, Achievements, Motivation, Constraints, Teacher's role*

Abstrak

Manajemen kelas berdampak pada prestasi siswa. Ini adalah cara mengelola kelas kita untuk meningkatkan prestasi. Dalam hal ini, mengelola kelas berdampak pada fokus pencapaian siswa pada tiga langkah. Pertama, mengelola motivasi siswa kami. Kami memastikan bahwa siswa kami tertarik pada mata pelajaran kami. Selain itu, Kami membuat kelas kami menyenangkan bagi siswa. Jadikan kelas kita lingkungan yang menarik, misalnya: kita dapat memutar video, film, dan banyak hal untuk berinteraksi dengan siswa kita. Kedua. Mengelola kendala. Sebagai seorang guru, kami mengurangi kendala siswa kami dan memotivasi mereka untuk mendapatkan prestasi terbaik. Kami membagi kelas kami dalam kelompok, sehingga kami dapat memberikan kesempatan untuk menunjukkan pengetahuan dan kepercayaan diri mereka untuk mengurangi kendala. Ketiga, mengelola peran guru. Guru memiliki banyak peran di dalam kelas. Intinya, guru dapat melakukan peran pada waktu yang berbeda dengan tepat. Kita bisa meningkatkan prestasi siswa kita. Penting bahwa sebagai guru tidak hanya sekedar mengajar atau mentransfer ilmu tetapi juga mendidik mereka untuk mendapatkan prestasi terbaik.

Kata kunci: *Pengelolaan kelas, Prestasi, Motivasi, Kendala, Peran Guru*

A. INTRODUCTION

Nowadays, the education in Indonesia goes down. Many products flood from other countries to our country. In addition, we also import everything from it. Indonesian do not react everything to stop it. This is the important signal to our education. In fact, we must improve our education to build the best generation.

Education is not only just transfer knowledge to young generation, but also how we can educate them into the creative person. They must get everything to face all the challenging time in the future. As the result, we do not depend to other countries again. Education starts from the classroom. Classroom is a group of students taught together (Hornby, 1995: 71). It means that the teaching-learning process is done by teacher and students in the class. In Indonesia, teacher gives all the material to the students. In addition, she/he makes the students pay attention all the time to the lesson. As a result, the teacher just teaches all the time. In contrast, teacher educates the students, for example: give them chance to explore their idea in lesson, give them chance to decide what we will learn today, and many others. We think that students can get more time to explore themselves.

In twenty until thirty years ago, Indonesia is a lion in Asia, but now we go down in our education. In addition, Malaysia leaves us far away in educational side. So, we must know the difficult thing that is faced by all students in our country. We can manage all the students to increasing their achievement, we start from our class. We must know the need of our students so we can increase their achievement. We make the condition in our class is funny and interactive. In addition, the condition can make students feel enjoy and feel the lessons are interesting.

In recent years, there are many ways to create classroom communicative and interactive. It depends on the teacher how they manage their class to impact in student achievement. To make communicative and interactive classroom, the teacher not only just transfer their knowledge but also manage their class become the qualified class. In addition, the teacher can support and make miracle thing in class.

B. METHODS

This research uses descriptive qualitative research. Data collection through literature review is related to the research focus, in the form of literature review and theory. The primary sources of material in this study are various literature that directly discusses teachers on education in Indonesia, especially, in junior high school.

C. RESULT AND DISCUSSION

In this research, we just concern in classroom management impacts in student's achievement. Classroom management can be defined as the process by which teachers create, important and maintain an environment in the classroom that allow the students the best opportunity to learn (Taylor, 2009: 3). It means that the teacher give them chance to create and manage their condition to learn enjoyable. In other definition, classroom management refers to those activities of classroom teacher that create positive classroom climate within which effective teaching and learning can occur (Martin & Sugarman, 1993: 9 as quoted by NYU Steinhardt, 2008: 1). In addition, classroom management is activities done by teacher to make effective teaching-learning process and make the condition in class to learn for students.

Froyen and Iverson (1999) as quoted by Taylor (2009: 3) stated that classroom management focuses on three major components: Content Management, Conduct Management and Covenant Management.

1. Content management occurs when teachers manage space, materials, equipment, the movement of people and lessons that are part of a curriculum or program of studies. An example of content management is when students are working in partners on an assignment and the teacher monitors the group by circulating around the room. The teacher will give feedback and assist students as necessary.
2. Conduct Management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom. An example of conduct management is when one student is making fun and laughing at another students' work. The teacher responds by reminding students to respect each other and the teacher makes positive comments about the students' work.
3. Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom. An example of a covenant management is when students work in a group and problems may occur among the group. The teacher encourages the group to work together to find a solution. The teacher reinforces and commends the group for their effort.

In classroom management, we must know the student's need. In our country, we know that English as a foreign language, so our students sometimes feel very difficult to understand and feel boring in the class. We think that it is the reason why our students get bad mark in English major. We must struggle to create own classes and how to manage classroom learning to achieve in the end. According to Lewis (2002: 40), to manage classroom impact the student's achievement is grouped in three broad categories: motivation, constraints, and teacher's role. It means that to create a good classroom we understand to increase our student's motivation. In addition, we try to decrease the constraints in our classroom, so we can manage all the time and make the situation in our class is good for studying. The last is the role of the teacher. Teacher is keys in teaching-learning process. That is way teacher must manage their class. In addition, teacher has many roles in the classroom. If they can do the role effectively, we think that the teacher can manage the class perfectly. We can talk about managing, to manage the classroom, we also need the ability to manage the motivation of the students, manage the constraints into solution in the class, and manage the teacher's role to complete the ability of managing the class.

First, manage the motivation of the students. We can manage the motivation of the students in the class, for example: we can give them the opportunity to learn. It means that the students are given the chance to create the situation of the class based on the student's need. We also give them an interesting thing to build the motivation of the students. For example: when we give the students task or examination. We must really understand about the student's ability. If we make the test is simple way. The students can get good mark. Rationally, the students are happy. So, the students can study better and better to get the good mark again. In addition, students can interest to our subject. As the result, we can increase the motivation of our students. In other side, if our students get bad mark. They become lazy and feel boring to study English. However, we make more interesting way in grading or stratification of the item of the test. In addition, the items can be grouped in easy, medium and difficult item test. It is the best way to occur because when the students meet the difficult item test, they cannot

confuse and feel enjoy doing the test. As a teacher, we can specify the item test in medium item test is more than the difficult one. As consequence, the students can do the test correctly.

In many cases, the teacher plays the video, songs or movie to interact the student's motivation (Lewis, 2002: 42). All ways is done by the teacher to make studying English interestingly. Students may be motivated to learn from an activity whether or not they find its content interesting or its processes enjoyable (Brophy, 2004: 250). If the students interest in English subject, as consequently, the students will have the high motivation to learn English. Managing motivation is not only we can increase the student's interest, but also we are a place for our students to share and ask relating to our subject. In addition, Strategies for stimulating students' motivation to learn apply not only to their performance (work on tests or assignments) but also to their information-processing during learning (Brophy, 2004: 250).

High motivation students impact their achievement. Students have curiosity or interest in English, as consequently, they can increase their achievement based on their interest in one subject. Kintsch (1980) as quoted by Brophy (2004: 253) distinguished between emotional interest and cognitive interest in a text.

- a. Emotional interest refers to the arousal of feelings in response to text features that initially catch attention.
- b. Cognitive interest is a more intellectual response to the meaning and relevance of the text's content.

The emotional and cognitive interest above explains that the students not only has a feeling in response to catch attention but also has more intellectual response to the meaning. In language-learning, motivation is more specific than in a content-based subject. The teacher can motivate students to take an interest in the English, but English is said by teacher looking more than interest. Language is a skill, and skill needs to be applied, not just stored in the head or admired at a distance.

Lewis (2002: 41), Teachers encourage language use through both intrinsic and extrinsic motivation. Some students have strong intrinsic motivation in the class. They know the benefits of learning language. For example: the teacher emphasizes the benefits of being able to learn English. In other context, teacher build the knowledge to the students while they fluent in English, they are employed as interpreters, they can travel abroad on business, and they work in tourism. In addition, the teacher can remind the students about the jobs waiting for fluent language speakers. It can be an important part of motivation.

Extrinsic motivation can come through rewards. The teacher can show the video or invite the native speaker so that students can use the new language in original way. Teacher must be a creative person. Teacher must know if the students feel boring in the class. It is the signal for us as a teacher to change the mood of the class. As the result, we can change the activity in the class. We can change the classroom environment to increase the student's interest. If students are interested in English, they have an extrinsic motivation. Sometimes, teacher can give the students reward to make interesting way in teaching-learning process.

Second, Manage the constraints, Many students learn English only for the purposes of listening and reading, without any need to interact with others in speech or writing. In many cases, many students have constraints to talk. It is the habitual activities. They cannot speak in English fully. We think that English as a foreign language in Indonesia. Many students do not enjoy when they speak English. That is a big constraint student in Indonesia. In addition, they feel unconfident. We as a teacher must give

them the motivation. Try to give them what they want. As the result, they can manage their constraint by themselves. Teacher can minimize the constraint in the class by making group work. In group work, teacher hopes that the students can be a confidence person. The teacher can make the group's activities in a discussion, a project, or more specific task. It can have a variety of goals. In addition, teacher can decrease the constraints in their class depending on their level and interest of the students. In group works, the teacher organizes to choose the activities in the group work. For example: marking homework, solving a word puzzle, practicing new language, answering student's question, listening tapes or writing a letter. If the group works do not work in the class, as teacher can divide the class into small group. And then, we can mix the smart student including in one group. So the group works can run well. Sometimes, smart students do not speak up and many cases, they do silently in the group. What must we do? We think that the condition of the class depend on the students and the teacher. So, we encourage our students and give them stimuli to speak up in the group work. We also give them reward to motivate our students. It is the best way. Give them good mark or some foods or drinks to attract the motivation. According to Lewis (2002: 45) in a multilevel class, goals can be graded for different members of the group, according to their language competence, by modifying:

- a. The topic
- b. The language difficulty
- c. The amount of input
- d. The graphic support
- e. The time taken to finish
- f. The level of the language students are expected to use for the same purpose
- g. The amount of support from the teacher and from other students

We take conclusion that, managing the constraints are related to the teacher ability making the class interesting and change the class environment based on the situation. In addition, group work can be a one of the way to decrease of the constraints in the class. If there are no constraints in the class, the teacher can increase the ability of the students. The students pay more attention to the lesson. As the result, the managing constraints in the class can increase their achievement (Gardner: 2001)

Third, managing the teacher's role. Role can be defined as the part taken by a participant in any act of communication (Ellis and McClintock 1990) as quoted by Richards (1994: 97). Teacher's role includes the relationship between teacher and students. In teaching-learning process, at least teacher has five roles in the class. According to Lewis (2002: 47) teacher has different roles in different times: for example:

1. The teacher as answering or asking questions
2. The teacher as up-front role or supporting individuals
3. The teacher as language informant or eliciting language
4. The teacher as congratulating or encouraging individuals
5. The teacher as designer of tasks or materials

In real teaching-learning process, sometimes students have spontaneous question for us. As a teacher, we have a broad knowledge relating what we teach. If we cannot answer the question, we make decision to answer the question in the next meeting. We must give our students explanation based on the appropriate reference. As the teacher we make a job to up-front or leader to make decision where the way is taken. In addition, teacher understands what they do. In other side, teacher support the students to get good mark and always increase their achievement. As teacher we always are placed as a

sources person. As the result, teacher can be a language informant. In addition, we must understand all the language what our students said. We correct our student language in both spoken and written language. In many cases, we just order our students to do something. We think that we congratulate and encourage our students to improve their interest and motivation. Say to our students in good sentence when they achieve the achievement, for example: well done, good job, perfect, good, very good and many others. It is the psychological aspect to build the characters to our students. The last, teacher is a designer of tasks or material. We make tasks based on the capability of our students. Make sure that we do not make our student's feel English is a difficult lesson. To increase our student achievement, build a task based on the ability of our students. In addition, teacher as designer of material, material is used by teacher to transfer our knowledge to our students. Materials are used based on the student's need. We can elaborate material from the other sources and mix them in one material which is appropriate with our students.

D. Conclusion

Classroom management impacts student's achievement. It is the way to manage our classroom to increase achievement. In this case, managing class impacts student's achievement focus on three steps. First, managing motivation of our students. We make sure that our student interest in our subject. In addition, We make our class enjoy for students. Second. Managing the constraints. As a teacher, we decrease the constraints of our students and motivate them to get the best achievement. Third, managing teacher's role. Teacher has many roles in the classroom. The point is, teacher can do the roles at different times appropriately. We can improve our student achievement. It is important thing that as teacher not only just teach or transfer knowledge but also educate them to get the best achievement.

E. Suggestion

It is hoped that managing class impacts student's achievement can manage motivation of our students. We make sure that our student interest in our subject. In addition, we can improve our student achievement.

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