

CHAPTER II

LITERATURE REVIEW

This chapter explains some theory based on definition of the key terms of the research. The classroom management strategies in language teaching will explain more in this chapter. Moreover, some previous studies related to this research will be also mentioned in this chapter.

2.1 Theoretical Base of Classroom Management

2.1.1 Definition of Classroom Management

Classroom management is an important component of effective teaching and learning. It is important to have different strategies for managing and directing student learning and performance in order for learning to run smoothly and goals to be achieved. Evertson and Weinstein in Egeberg et al., (2021) define classroom management as a topic of ongoing concern for teachers, administrators, and the public. Classroom management refers to the strategies that teachers use to maintain an orderly, focused, and productive classroom (Purwanti & Vania, 2021; Wong and Wong, 2019) emphasize clear expectations, consistent routines, and a well-structured classroom environment are key elements that support student engagement and learning outcomes. Effective classroom management is not limited to discipline but includes managing student behavior, organizing the physical space, and maintaining positive teacher-student relationships.

Cooper in Marzulina et al., (2023) argues that classroom management refers to the actions of teachers to create an atmosphere of respect, care, order and productivity. The development of education and training in this regard is about effective teaching and educational interaction. It is important for a teacher to

develop an environment where students can develop their social and plans and participate in a more educated educational environment. Additionally, teachers' actions include how the teachers act as classroom managers to maintain the success of the classroom objectives. According to Brophy in Jagat (2024), the major success of effective classroom managers is established by preventing problems from arising in the first place, rather than by special skills for dealing with issues once they occur. For this reason, classroom management can be conceptualized as the control of the classroom environment to promote a thriving learning environment both from the perspective of behavioral and academic expectations. Classroom management is a set of teaching activities that begin with planning the teaching-learning process, organizing the teaching-learning process, supervising, evaluating and monitoring the activities of the teaching-learning process. In implementing classroom management, one should develop a strategy to assist classroom management goals and achieve the teaching and learning goals.

Classroom management becomes even more critical. Language classrooms often involve interactive tasks, group activities, and communicative exercises that require careful planning and control. Harmer in Egeberg et al., (2021) states that successful ELT classroom management involves not only handling misbehavior but also orchestrating participation, giving clear instructions, and managing transitions smoothly during speaking, listening, reading, or writing activities.

Researchers such as Evertson and Weinstein categorize classroom management into several dimensions: establishing rules and procedures, preventing misbehavior, maintaining student attention, and responding effectively

to disruptions. These practices are essential in both traditional and modern classrooms, especially when dealing with diverse learners, mixed proficiency levels, or large class sizes. Student-teacher relationships also play a central role in classroom management. Pianta, La Paro, and Hamre (2018) argue that when students feel respected and supported, they are more likely to follow classroom norms and engage in the learning process. Building rapport and demonstrating empathy help teachers reduce behavioral issues and create a supportive learning atmosphere.

Classroom management is how teachers manage the classroom activities and it is the strategies in order to ensure the classroom provides a context to support and facilitate learning. Managing a class full of students is one of the biggest challenges faced by teachers. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences (Ahmed & Pierre, 2024). Thus, teachers will find themselves refereeing instead of teaching. Classroom management is a dynamic and multifaceted area that directly affects teaching effectiveness and student learning. Ongoing professional development, reflective teaching, and adapting strategies to fit the needs of diverse learners are essential for successful classroom management practices.

2.1.2 The principles of classroom management

Wiyani in Rahman et al., (2019) states that there are six principles of classroom management, as follows; (1) Warm and humanist. Teachers should provide two attitudes as a manager in the classroom, namely, warm and humanist attitudes; (2) Challenge. Teachers should be able to provoke students' learning

spirit by providing challenges regarding the subject matter; (3) Varied. The teachers' teaching types should vary to avoid ineffective teaching and learning situations that may lead to students' boredom in learning the subject; (4) Flexibility. Teachers need to be flexible in managing the classroom by changing the behavior in teaching methods based on the learners' needs to create a practical and fun learning climate and; (5) Emphasis on the positive. Teachers should provide positive reinforcement and be aware of the mistake that may disrupt the teaching and learning activities.

2.1.3 The Types of Classroom Management

There are four types of classroom management: authoritarian, authoritative, permissive, and indulgent (Obispo et al, 2021).

1. Authoritarian

The authoritarian classroom management type is described as a teacher having total control over the classroom. Students are not given the flexibility to be actively involved and responsive. The teacher maintains the spotlight and control over all aspects of the class. It is likely that a student who has not adhered to the rules set forth may be punished. This teacher is most likely to not have formed relationships with their students. This type is not flexible. It is very structured and can be considered overly structured. In terms of student outcomes, the authoritarian classroom management type does not allow for student autonomy in deciding how they will learn, peer collaboration, or active engagement. Most students thrive when they collaborate with their peers and have buy-in with their learning environment. It is important for students to feel accepted, heard, cared for, and safe inside their classroom, whether virtual or face to face.

2. Authoritative

The authoritative classroom management type is a balance of teacher control and student involvement. In this type of classroom, students are encouraged to participate and collaborate but also follow the rules. Structure exists but does not overtake student autonomy. The teacher values student input and feedback on how they feel about their learning environment and ideas that can be incorporated to make it better.

An authoritative teacher cares about his/her students inside and outside of the classroom. Student outcomes in this classroom are positive. Students are not afraid to contribute and take risks. Therefore, students thrive and show growth in all areas. An authoritative management type is characterized by a high degree of teacher involvement with students as well as a high degree of classroom regulation. Teacher performance is typified by the use of behavioural principles rather than rules, high expectations for appropriate behaviour, clear statements about why certain behaviours are acceptable and others are not, and warm and caring student-teacher relationships. The authoritative type can result in students who are socially competent and individually responsible.

3. Permissive

The permissive classroom management type has low levels of control and involvement. The teacher of this type does not engage their students nor have the desire to. This teacher has thrown in the towel and does not have the passion most educators embody. The students in this class are left to do as they please due to the lack of structure and planning from the teacher. Permissive management does

not impose rules for students. The teacher is hands-off and allows student behaviour to get out of hand at times.

With low levels of control and low levels of involvement, students' educational fate cannot be promising. Teachers are employed to bring out the best in their students. They are to help them grow academically and socially. This cannot happen with low involvement. Students that are subject to this classroom management type will not experience structure, personalized learning, collaboration with their peers in an academic manner, or positive reinforcement. These are all components of a classroom environment that research proves to be beneficial at all levels of education. I do not believe that students can reach their highest potential in a classroom where the teacher is not working at his/her highest potential or at least working towards it.

A permissive management type is characterized by low involvement of the teacher with students as well as a low degree of classroom regulation. This type is further characterized by an environment that is non-punitive, where there are few demands on students and a lot of freedom for the students to do as they please. The permissive type can result in students who are immature, show poor self-restraint, and exhibit poor leadership skills.

4. Indulgent

The indulgent classroom management type is described as a high level of involvement but a low level of control. The teacher gives students the freedom to express themselves, but due to the lack of control, the class is taken over by the students and lessons tend to get off task. The teacher using this type is usually liked by the students. They feel comfortable talking with the teacher and may

consider him/her as a friend. The indulgent teacher does prepare lessons and attempts to present them, but the low level of control prohibits lesson delivery to be successful.

An indulgent management type is characterized by high teacher involvement with students but a low degree of classroom regulation. This type presents an environment where there are few if any, demands on the students, and the teacher actively supports students in their efforts to seek their own ends. Like the permissive type, the indulgent type can result in students who are immature, show poor self-restraint, and exhibit poor leadership skills.

2.1.4 The Steps of Classroom Management

Classroom management is a crucial aspect of teaching that ensures learning takes place in an orderly and supportive environment. The steps of classroom management generally include: preparing the classroom by organizing space and materials, establishing clear rules and expectations, building positive relationships with students, managing instruction through engaging and varied strategies, monitoring and responding to student behavior, and finally reinforcing positive conduct while reflecting on the effectiveness of strategies used. These steps are interconnected and help teachers maintain discipline, encourage active participation, and foster a climate where students feel respected and motivated to learn (Obispo et al, 2021).

2.2 Classroom Management Strategies

Khasinah et al. (2024) stated that classroom management strategies are patterns or tactics, which describe the steps that the teacher uses in creating and maintaining classroom conditions to remain conducive, so that students can learn

optimally, actively, pleasantly effectively and efficiently to achieve learning goals. The existence of classroom management, learning as a process has a strategy in an effort to make effective learning. The efforts made by the teacher are an effort to create and maintain conducive, optimal and pleasant conditions and learning conditions so that the learning process can run effectively, so that learning objectives can be achieved maximally. Variety of strategies classroom management includes (Yadav, 2022):

a. Structuring the Learning Environment

The classroom learning environment as an artificial situation related to the learning process or the context of the occurrence of learning experiences can be classified in the physical environment and social environment. Management of the physical environment includes structuring classrooms, arranging seating, ventilation and lighting that is sufficient to ensure the health of students and the arrangement of storing goods arranged in such a way that they can be used immediately. Management of the social environment includes teacher and student interactions, students with students, and students, teachers, and the surrounding environment. A conducive classroom climate is the main consideration and provides a special attraction for the learning process (Parhusip et al., 2021).

A conducive learning climate must be supported by some pleasant facilities for the smooth learning process. Such as facilities, classroom arrangement, laboratory for practice, regulation of learning environment, teacher's appearance and attitude, harmonious relationship between students themselves, and organizational structuring and discussion of learning appropriately in accordance with students' abilities. Likewise in the case of small classes with only

a small number of students, the structuring of the learning environment is very significant when seen in the learning process. Everything in the classroom environment conveyed that message stimulate or inhibit learning. Everything we can see, usually inspiring to give birth to an original mind. As well a neatly arranged learning environment inspires careful thinking and the power of learning. Things that need to be considered in management physical class is (Khotimah & Sukartono, 2022): (1) Arrangement of benches in class Class interior decoration needs to be designed that allows students to learn actively, which is fun and challenging. Classroom formation can be easily moved around, so it is possible to use this formation as desired; (2) Wall decoration The wall is an extension of the message that can be changed every day, replaced according to the message you want to convey; (3) Chalkboard, chalk, etc. The size is adjusted, the color must be contrasted, the placement takes into account aesthetics and is affordable for students; (4) Schoolyard. School management must make everything alive, give a message and bring an impression. Cleanliness will bring a sense of comfort while studying. The teacher checks the success and order of the class and the school yard. In addition to the physical class management mentioned above a teacher should also manage the social environment in the classroom well, social management in the classroom can be implemented various types of learning methods that vary.

b. How the Teachers Teach (Educators)

In order to maintain the conditions and atmosphere of an effective learning, the teacher must be able to choose the right way in implementing learning. Because teaching is a complex matter and involves varied students, an

educator must be able and master various strategies and perspectives and can apply them flexibly. In this case the teacher must be able to master the subject matter, teaching strategies, have the skills to manage classes, expertise motivational, communication skills and can work effectively with students from diverse cultural backgrounds. In increasing effective learning in the form of instructional impacts and to lead to the accompanying impact on positive things, the teacher must be able to create effective learning with certain teaching methods (Munna & Kalam, 2021).

Efforts to improve the quality of learning can be taken in the form of the following learning strategies: (1) The whole class learning strategy that includes ; a) Lecture is to provide verbal knowledge by the way the teacher presents which serves to provide basic knowledge needed for future activities, presenting an important knowledge for students to learn; b) Discussion, focusing on interaction, where students as participants are welcome to express knowledge and understanding and opinions on a topic; c) Debate is a strategy that requires higher level thinking, in which students learn information about an issue or idea by taking a pro or contra position. So that students must learn to listen, manipulate knowledge to attract interest, both factual and emotional needs of their audience; d) Teacher demonstration is the strategy of the teacher to place his role to provide knowledge or skills by demonstrating a method. This strategy was chosen because of limited time and scarcity of material needed; e) Providing briefing direction is to provide efficient information about what, why, how, where, when tasks and class activities. (2) Small group learning strategies include; a) Cooperative learning is the formation of groups that "share" the same learning, work

independently to achieve mastery and ensure that all group members can achieve group goals successfully; b) Collaborative learning is what requires students to work together but the results are more open in general. Individual responsibility for this learning is greater than in cooperative situations; c) Learning strategies by working in pairs: - Student mentors are forming pairs of students with skills that are not the same, by placing one of the students who are ready to become tutors and partners. - Random (random) pairs are used on a short-term basis because they only think a little, to meet the needs of students or fulfill the demands of the task. d) Individual learning strategies. Strategy by working independently by students in learning skills or knowledge and practicing and ensuring their level of understanding. Teachers must intelligently choose and use learning methods or by combining from several methods that are appropriate to the conditions (Yadav, 2022).

c. Setting Behavior and Giving Motivation to Students

Schools as an educational institution and the environment, in which students interact, are expected to be able to shape good student attitudes and behavior. In the process, student behavior often appears disturbing class conditions. Therefore, teachers can implement a system of reward and punishment. Rewards or awards are given to students who excel or behave well, and punishment or sanctions (punishment) imposed on students who break the rules. Reward and punishment functions to foster student motivation. Motivation to learn is a change of energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve the goal. According to Nashar (2004) motivation to learn is the tendency of students to carry out learning

activities that are driven by the desire to achieve the best achievement or learning outcomes. So motivation to learn is a psychological condition that encourages students to learn happily and study seriously, which in turn will form a systematic way of learning students, full of concentration and can select activities. A teacher should have a strategy for motivating students in learning. According to Anni (2006:186-187) there are several strategies for learning motivation, including the following:: (1) Generating interest in learning Linking learning to student interests is very important and therefore show that the knowledge learned is very beneficial for them. Another way that can be done is to give students choices about the learning material to be learned and the ways to learn it; (2) Encourage curiosity Skilled teachers will be able to use ways to arouse and educate students' curiosity in learning activities. Methods of learning case studies, discovery, inquiry, discussion, brainstorming, and the like are a number of methods that can be used to generate students' inquisitive desire; (3) Use a variety of interesting presentation methods Motivation to learn something can be improved through the use of interesting learning materials and also the use of variations in presentation methods; (4) Helping students in formulating learning goals The fundamental principle of motivation is that children will study hard to achieve goals if the goals are formulated or determined by themselves and not formulated or determined by others. In managing the class, a teacher must be able to create optimal conditions and maintain a conducive classroom condition when students' behavior deviates and disrupts the teaching and learning process.

In conclusion, effective classroom management relies on a combination of strategies tailored to the students' needs, classroom environment, and teaching

goals. Teachers must be flexible and reflective in applying these strategies to create a productive and respectful learning atmosphere.

2.3 Teaching Speaking Skill

2.3.1 Concept of English Language Teaching (ELT)

English is one of the languages most widely studied by people throughout the world. English becomes an international language which is a communication tool in various fields including economics, tourism, education, technology, etc. Therefore English is an important language for students to learn, including in Indonesia. English in Indonesia is more likely to be taught and learned only as a foreign language. Harmer in Hanifah (2021) states that foreign languages do not have social functions and direct communication in the place where the language is studied and is mostly used for communication in certain places. This means that English is not used in daily communication and most of it occurs in the education process compared to daily communication. In Indonesia, English is a subject in junior high and senior high school. Where English itself becomes a compulsory subject and is available in national examinations.

While, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Similarly, Oemar in Cahyani (2019) states there are six definitions of teaching as follows: 1) Teaching is delivering the knowledge to the learners in the school. 2) Teaching is bequeathed the culture to the youth generation through school educational institutions. 3) Teaching is trying to organize the environment so that it will create a learning condition for the learners. 4) Teaching is giving learning guidance to learners. 5) Teaching is an activity to prepare the learners to be good citizens in accordance with the demands

of the society. 6) Teaching is processed helping the learners to face society's everyday life. In relation to English, according to Daar (2020), Language teaching is defined as creating a communicative and comfortable condition that will make the process of knowledge transfer work well and can improve students' ability in learning a second or foreign language.

English Language Teaching (ELT) refers to the field of teaching English to speakers of other languages, either as a second language (ESL) or a foreign language (EFL). English Language Teaching (ELT) has evolved significantly over the decades, shaped by global communication demands, technological advancement, and pedagogical research. According to Richards and Rodgers in Kurniati (2017), ELT encompasses the theories, methods, and practices used to teach English to non-native speakers across various contexts. It involves an integration of linguistic, cognitive, and sociocultural knowledge to support learners' language development effectively.

English Language Teaching (ELT) is a complex and multifaceted field that involves various components working together to facilitate effective language learning. These components include pedagogical approaches, linguistic skills development, and cultural understanding. Pedagogical approaches in ELT refer to the methods and strategies used by teachers to deliver instruction. These approaches can vary widely depending on the goals of the instruction and the needs of the learners. Common approaches include communicative language teaching, which focuses on real-life communication, and task-based learning, which involves completing tasks that require the use of English. Linguistic skills development is a fundamental aspect of ELT, as it involves the development of

listening, speaking, reading, and writing skills. These skills are essential for effective communication in English and are typically developed through a combination of activities, exercises, and practice opportunities. Here, the four crucial elements (Wahyudin et al, 2024):

(1) Pedagogical Approaches. This refers to the diverse methods and strategies employed by teachers to deliver instruction. Depending on your learners' needs and goals, you might choose communicative language teaching, which prioritizes real-world communication skills, or task-based learning, where students complete English centric tasks. Remember, flexibility is key – adapt your approach to cater to your specific learning environment; (2) Linguistic Skills Development. The cornerstone of ELT, this aspect focuses on nurturing listening, speaking, reading, and writing skills. Through a combination of activities, exercises, and practice opportunities, you'll equip your students with the tools to effectively communicate in English. Remember, a balanced approach that addresses all four skills is essential; (3) Cultural Understanding. Language and culture are intricately linked, and ELT programs must acknowledge this connection. By incorporating components that help students understand the cultural contexts of English use, you'll empower them to navigate communication types and nuances across various cultures; (4) Technology Integration. The digital age offers exciting opportunities for ELT. Leverage technology tools like online resources, multimedia materials, and language learning apps to enhance the learning experience. Remember, technology shouldn't replace traditional methods, but rather serve as a complementary force to boost engagement and practice.

A study by Jones (2020) found that classrooms integrating communicative language teaching and technology-enhanced activities yielded significantly improved English proficiency compared to those using traditional methods. This highlights the power of combining diverse aspects of ELT for optimal learning outcomes. By keeping these key aspects in mind, you'll be well-equipped to navigate the ever evolving ELT landscape and empower your students to become confident and effective English communicators.

As aspiring professionals in English Language Teaching (ELT), it is crucial to grasp the array of tools available to us. These methods and approaches, which mirror the dynamic process of language acquisition, empower us to craft compelling learning experiences and equip our students with the necessary skills for success. Central to this approach is Communicative Language Teaching (CLT), which envisions a classroom buzzing with genuine interactions and practical simulations. CLT emphasizes the use of English for authentic communication, motivating students to actively engage and develop functional language skills. Lee (2022) demonstrated that integrating CLT principles significantly enhanced students' communication abilities compared to traditional grammar-focused methods.

Technology emerges as a valuable ally in this pursuit. Online platforms, multimedia resources, and language learning applications are not mere distractions but rather potent tools. They offer a plethora of resources and interactive experiences that complement conventional instruction, providing additional opportunities for practice. Chen (2023) highlighted that incorporating technology into language learning improved student engagement and language

proficiency. Task-Based Learning (TBL) adds a realistic twist to the classroom setting. Picture students collaborating to solve problems and complete tasks using English. TBL nurtures critical thinking, problem-solving skills, and language proficiency in a meaningful context. Brown's research (2021) demonstrated that TBL activities led to significant enhancements in students' ability to use English for real-world purposes.

In conclusion, English Language Teaching is a dynamic and multifaceted field that continues to adapt to educational, social, and technological changes. Future research should continue to explore innovative methods, digital integration, and culturally responsive teaching to enhance ELT effectiveness globally.

2.3.2 Teaching Speaking Skill

1. The Nature of Speaking Skills

Speaking is widely recognized as one of the most important language skills because it directly reflects learners' ability to communicate. Brown (2007) defines speaking as a productive skill that involves not only producing language but also interacting meaningfully with others. At the junior high school level, students are expected to move beyond basic vocabulary and grammar to develop fluency, accuracy, and confidence in oral communication. Richards (2008) emphasizes that speaking instruction should focus on communicative competence, which requires learners to use language appropriately depending on context, audience, and purpose.

2. Challenges in Teaching Speaking

Despite its importance, teaching speaking at junior high school presents several challenges. Learners often struggle with limited vocabulary, incorrect pronunciation, and anxiety when speaking in front of others. Ur (1996) notes that students may be reluctant to participate due to fear of making mistakes or lack of confidence. Teachers also face difficulties in creating authentic speaking opportunities within the classroom, especially when class sizes are large or when students have varying levels of proficiency. These challenges highlight the need for innovative and supportive teaching strategies.

3. Teaching Speaking at Junior High School

In Indonesia, particularly under the Merdeka Curriculum, teaching speaking is designed to be student-centered and contextual. The curriculum encourages active participation, collaboration, and creativity, aligning with the broader goals of holistic education. English teachers are expected to design learning assessments that not only measure linguistic performance but also evaluate students' ability to communicate meaningfully. This approach reflects the shift from traditional teacher-centered methods to more flexible and learner-oriented practices, preparing junior high school students to use English effectively in academic and social interactions.

2.4 Previous Studies

There are some previous studies discussed about the classroom management in English teaching. First, a study by Wahyuni et al., (2023) who found that there are five important aspects to classroom management that can be

used by teachers in English language teaching. These are physical design, rules and routines, relationships, engaging and motivating instruction, and discipline. The physical design of the classroom can be changed based on the type of lesson being taught, with orderly rows being used for lessons that involve presenting information, and separate tables being used for lessons that involve group work. Rules and routines are put into place to help keep the class organized and on track, while relationships between students are built through team building activities and personal interactions. Instruction is focused on providing students with the most relevant and useful information, with games and other activities being used to engage and motivate them. Finally, discipline is dealt with in a variety of ways, with punishments given when students are not following directions or behaving inappropriately. This previous study is relevant to compare with the result of this present study related to the analysis of classroom management strategies.

The next previous study done by Zega et al.,(2025) which analyzed the classroom management strategies applied by the English teachers in the eighth grade at SMP Negeri 3 Gunungsitoli Alo'oa in increasing student learning motivation, as well as to assess the outcomes of these strategies. The finding indicates that the classroom management strategies applied including seating arrangements, varied teaching methods, and the provision of positive feedback significantly contribute to enhancing student learning motivation. Appropriate physical classroom arrangements that align with student characteristics, along with the use of diverse teaching methods such as group discussions and give praise, have proven effective in maintaining student engagement and interest.

Therefore, this result will be compared to this present study whether the result was similar or not.

Furthermore, Sari et al. (2021) did study entitled “An Analysis of Classroom Management Applied by the English Teachers”. This study was aimed to find out the components of classroom management applied by the two English teachers of SMA Negeri 05 Kota Bengkulu. The result of this research revealed that, there were 4 of 5 components applied by the teachers A in managing the class; 1) Physical presence, 2) Teacher’s voice, 3) Teacher talking time, and 4) Student’s grouping. Meanwhile, the student’s seating arrangement component did not apply by the teacher A. In addition, there were 3 of 5 components applied by the teacher B such as; 1) Physical presence, 2) Teacher’s voice, and 3) Teacher talking time. Meanwhile, student’s seating arrangement and student’s grouping did not apply by the teacher B. Therefore, it can be concluded that the classroom management applied by the English teachers of SMA Negeri 5 was less variative since the teachers did not apply all components on classroom management.

Amiruddin et al. (2024) in their study also found that the teacher’s strategies to create effective classroom management were classified into five categories. Specifically, the physical design of the classroom, which includes the seating arrangement, rules and routines, relationship between teacher and student, engaging and motivating instruction, and discipline. The challenges faced by English teachers were classroom facilities and student discipline. From this research, it can be concluded that the strategies created by English teachers are quite good and effective. Where teachers provide a comfortable and positive

learning environment and are able to foster good interactions with students so that students can learn in class enthusiastically.

All of the previous studies highlight the critical role of classroom management in the success of English language teaching. Similar to the previous studies above, this present study also conducted a study related to the classroom management strategies based on the phenomenon happened in SMPN 6 Seluma. However, the sample, the setting, and the instrument used in this researcher will be different from the previous studies.

