

STUDENTS' PERCEPTION ON APPLICATION OF CLASSROOM MANAGEMENT IN LEARNING ENGLISH AT SMPN 13 BANJARMASIN

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui Persepsi Siswa Terhadap Penerapan Manajemen Kelas dalam Pembelajaran Bahasa Inggris di SMPN 13 Banjarmasin. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Tempat penelitian di SMPN 13 Banjarmasin. Populasi dalam penelitian ini 166 siswa dan sampel sebanyak 26 siswa. Teknik pengambilan sampel menggunakan cluster sampling dengan cara mengundi secara acak. Instrumen penelitian yang digunakan adalah angket dengan 30 pertanyaan. Teknik analisis data menggunakan teknik statistik deskriptif dalam bentuk deskriptif dan distribusi frekuensi. Hasil penelitian menunjukkan bahwa Persepsi Siswa terhadap Penerapan Manajemen Kelas dalam Pembelajaran Bahasa Inggris di SMPN 13 Banjarmasin berada pada kategori baik. Hal ini menunjukkan bahwa Persepsi Siswa terhadap Penerapan Manajemen Kelas dalam Pembelajaran Bahasa Inggris di SMPN 13 Banjarmasin dirasa sudah terlaksana dengan baik.

Kata Kunci: Persepsi Siswa, Manajemen Kelas, Pembelajaran Bahasa Inggris

ABSTRACT

This study aims to determine Students' Perception on Application of Classroom Management in Learning English at SMPN 13 Banjarmasin. This research is a descriptive study with a quantitative approach. Place of research at SMPN 13 Banjarmasin. The population was 166 students and a sample of 26 students. The sampling technique uses cluster sampling by drawing randomly. The research instrument used was a questionnaire with 30 questions. The data analysis technique used descriptive statistical techniques in the form of descriptive and frequency distribution. The results showed that the Students' Perception on Application of Classroom Management in Learning English at SMPN 13 Banjarmasin were in the good category. This shows that the Students' Perception on Application of Classroom Management in Learning English at SMPN 13 Banjarmasin are felt to have been carried out well.

Keyword: Students' Perception, Class Management, English Learning

INTRODUCTION

Educating is an activity that has a goal to be achieved. In an education system, educating is in a continuous process at every type of education level. The teacher's task in delivering subject matter should be able to create a pleasant classroom atmosphere. The pleasant classroom atmosphere can encourage students to learn. Teachers do not just convey subject matter to students, but also how to prepare them to become skilled human beings and ready to face global challenges that occur in the future.

A teacher should be able to direct and guide students to be active in teaching and learning activities so as to create a good interaction between teachers and students and students and students. Activeness and behavior change that is in line with the teaching objectives to be achieved is something that marks the occurrence of the learning process. In addition, teachers are a factor that influences student learning outcomes.

Teachers in schools should master teaching skills and apply them in the teaching and learning process. One of the skills that teachers must have is the skill of managing the class considering the teacher's assignment in the classroom is to teach students by providing optimal learning conditions and to restore them if there is a disruption in the teaching and learning process. The purpose of distraction during the learning process is students who are noisy during learning, students disturb other students, are sleepy while participating in learning. Teachers who act as class managers, should be able to provide facilities that allow the ease of student learning activities, and a pleasant learning environment for students so that students can participate in learning activities safely and comfortably.

According to Djamarah & Zain (2002: 19) Class management is carried out to create a conducive learning environment for students so that effective and efficient learning objectives are achieved. In order to achieve the learning objectives, it is necessary to take action to create an optimal classroom. Classroom management is seen from two aspects, namely management concerning student management and physical management. Physical classroom

management is in the form of classroom arrangement which includes seating arrangements, arrangement of teaching equipment, arrangement of class beauty and cleanliness as well as ventilation and lighting. Meanwhile, classroom management is managed by students if there is a disturbance in the classroom and the teacher tries to restore it so that the classroom atmosphere remains conducive.

Class management carried out by the teacher is expected to create classroom conditions that support the learning process. The expected class conditions include environmental, emotional, intellectual, and social conditions in the classroom. The success of teachers in the classroom is not only determined by knowledge of the curriculum, teaching methods, teaching media, and insights about the material to be conveyed to students, but teachers must also master how to manage the class. Classroom management has an important role in the success of the learning process where teachers are able to create an active, creative and fun learning atmosphere.

But in fact, based on the author observations during field practice activities in class VII at SMPN 13 Banjarmasin, especially when learning English, students often feel bored and have difficulty understanding English learning. This is because the teacher only delivers material in general, using the lecture method, without any interesting media. As a result, the results obtained by students in learning are also low.

Class management is carried out by the teacher, one of which is in delivering the material which has a very big influence in increasing student learning achievement. For example, if a teacher uses other methods (other than lectures) that can arouse students' enthusiasm for learning, then students will be motivated to follow lessons well. Thus the lesson is felt to be very enjoyable so that learning achievement will also increase. Learning English using the lecture method will make students seem passive. In addition, we often encounter the teaching and learning process using learning models that do not pay attention to students' abilities. The teacher's lack of creativity in managing the class makes explaining and taking notes more dominant.

In this condition, there is a tendency for students to quickly forget what is given and learning becomes tedious. Students have different ways of learning. There are students who prefer to read, there are students who prefer to discuss, and there are also students who like to practice directly. So it is necessary to use a variety of learning methods that involve a lot of learning senses. Managing the class in learning will greatly affect student achievement. Teachers who

METHOD

Research Design and Setting

Quantitative was chosen as the design to do this research. The type of research was used descriptive because the researcher only focuses to describe the students' perception on application of classroom management in learning English. This research was conducted at SMPN 13 Banjarmasin. It is located on Jalan Abdi Persada No.128, kelurahan Alalak Tengah, Kecamatan Banjarmasin Utara, Kalimantan Selatan, Indonesia on June 2020.

Population and Sample

The population of this research was seventh grade students at SMPN 13 Banjarmasin. With a total of 166 students, consisting of classes A, B, C, D, E, F. One class was chosen, using cluster random sampling namely class VII F as the research sample with a total of 26 students.

Instrument

The instrument used in this research was the classroom management questionnaire. It consists of 30 questions. The questionnaire was made using five alternative answers.

Data Analysis

Data analysis technique used in this study is descriptive statistical analysis techniques. Descriptive analysis techniques used in this study through the calculation of the minimum value, maximum value, mean, and standard deviation. These values are used to compile frequency distribution tables, diagrams, and score categorization.

are able to manage the class well will achieve optimal learning goals. So that the learning process can run well.

From the description above, the researcher is interested in conducting this research. The purpose of this study is to find out the students' perception on application of classroom management in learning English at SMPN 13 Banjarmasin.

FINDINGS AND DISCUSSION

Students' Perception On Application Of Classroom Management In Learning English At SMPN 13 Banjarmasin

Table 1. The results of the calculation of the average score of students' perception on application of classroom management in learning English at SMPN 13 Banjarmasin.

VARIABLE	INDICATOR	AVERAGE SCORE	CATEGORY
Class management	Organizing the physical environment of the class	4,22	Very good
	Enforcing discipline in managing learning	4,15	Good
	Enforce student behavior	4,25	Very good
	Establish communication with students	3,94	Good
	Fostering effective class organization	3,85	Good
The results of the calculation of the average score of students' perception on application of classroom management		4,08	Good

From table 1 above, it can be seen that the items in the variable (class management) obtain an average score of 4.08, including in the good category. This shows that the students' perception on application of classroom management in learning English at SMPN 13 Banjarmasin is felt to have been carried out well. From the five indicators, the indicator Enforce student behavior and the indicator Organizing the physical environment of the class got the highest score, namely 4.25 and 4.22, including in the very good category. Meanwhile, the indicator of Fostering effective class organization obtained a low score of 3.85 which is included in the good category.

Table 2. Frequency Distribution of students' perception on application of classroom management in learning English.

NO	INTERVAL	FREQUENCY	RELATIVE FREQUENCY
1	137 - 151	7	35%
2	122 - 136	6	30%
3	107 - 121	3	15%
4	92 - 106	2	10%
5	77 - 91	2	10%
TOTAL		20	100%

Based on the table above, it can be seen that the score group that has the most frequency is in the interval 137 to 151 with a total of 7 and a percentage of 35% so it is included in the very good category.

Based on the results of the descriptive analysis above, in general the students' perceptions on the application of classroom management in English learning conducted at SMPN 13 Banjarmasin were in the good category. In detail, each class management indicator, namely the indicator of Organizing the physical environment of the class is in the very good category, the indicators of Enforcing discipline in managing learning is in the good category, Enforce student behavior is in the very good category, Establish communication with students is in the good category and indicators of Fostering effective class organization is also in good category.

It is because the teacher has provided an example for students to obey the rules that have been made. The teacher has also taught and told students to always organize class facilities so that they look neat. Teachers always advise students to care about the classroom environment so that learning activities can run smoothly or achieve an optimal learning atmosphere for effective student learning activities. This is related to Karwati (2014: 23) which reveals that the activities carried out by teachers and students in the classroom are strongly influenced by the conditions and physical situations of the classroom environment. Therefore, the physical environment of the classroom in the form of classroom advice and infrastructure must be able to meet and support the interactions that occur in the classroom, so that the harmonization of classroom life can take place well, from the beginning of the teaching and learning

activities to the end of the teaching and learning period. The minimum criteria that need to be created in the classroom are safe, have aesthetic values, are clean, healthy, and comfortable, besides that they are properly regulated so that they can have optimal use value.

Not only that, The teacher also built good communication to students by using good and clear language so that students understand what is being taught by the teacher. the Teacher always provide examples of polite behavior and good speech to students. The teacher directly have set an example for the students. And if there are among the students who do wrong behavior or speak incorrect words, the teacher can reprimand and direct them. In this way, students can receive reprimands and change their behavior or speech.

In the learning class, the teacher has made classroom rules that must be obeyed by students so that the learning process runs well. The teacher created study groups for students so that the learning process is effective. Study groups are created to develop attitudes and teamwork, increase understanding and mastery of the learning material taught by the teacher, and help friends improve their learning abilities.

CLOSING

Conclusion

Based on the research data on students of SMPN 13 Banjarmasin, it can be concluded that the majority of grade VII students have good perceptions. This can be seen in the aspect of Organizing the physical environment of the class obtaining an average score of 4.22 which is included in the very good category, the aspect of Enforcing discipline in managing learning gets an average score of 4.15 which is included in the good category, the aspect of Enforce student behavior obtains an average score of 4.25 which is included in the very good category, the aspect of Establish communication with students obtains an average score of 3.94 is included in the good category, and the aspect of Fostering effective class organization obtains an average score of 3,85 are in the good category. While overall the students' perceptions about the application of classroom management in learning English

at SMPN 13 Banjarmasin were at an average score of 4.08, including in the good category. This shows that the students' perceptions about the application of classroom management in learning English at SMPN 13 Banjarmasin are felt to have been carried out well.

Suggestion

1. For teachers, teachers should pay more attention to class management (directing and guiding) so that students are active in teaching and learning activities, so as to create an atmosphere and good interaction between teachers and students and students and students.
2. For students, they should be able to provide insight and knowledge for students about classroom management.
3. For future researchers, this research can be used as a consideration for in-depth and continuing research for other researchers who will conduct similar research, so that the research results can be more complete and accurate than this research.

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