

TEACHERS' CLASSROOM MANAGEMENT STRATEGIES IN ENGLISH CLASSES AT SMP NEGERI 35 MEDAN

Miranda Simangunsong¹, Jumita Simbolon², Priska Oktaviani br Ginting³,
[1mirandasmsgunimed@gmail.com](mailto:mirandasmsgunimed@gmail.com), [2simbolonjumita@gmail.com](mailto:simbolonjumita@gmail.com),
[3viani24005@gmail.com](mailto:viani24005@gmail.com).

ABSTRACT

This study aimed to identify the classroom management strategies used by English teachers and to describe how these strategies were implemented to encourage passive students' participation in English classes at SMP Negeri 35 Medan. This study used a descriptive qualitative approach. The data were collected through interviews, classroom observations, video recordings, field notes, and documentation. The participants were two English teachers and Grade VIII students. The data were analyzed using data reduction, data display, and conclusion drawing based on Garrett's classroom management theory and supporting theories related to passive students in EFL classrooms. The findings showed that the teachers implemented classroom management strategies through five components: physical design, rules and routines, relationships, engaging and effective instruction, and discipline. The strategies included seating arrangement, classroom routines, emotional support, positive teacher-student relationships, collaborative learning, Project-Based Learning, speaking practice, classroom monitoring, and participation control. The findings also showed that passive students were encouraged through emotional support, positive reinforcement, gradual participation, collaborative learning, Project-Based Learning, classroom monitoring, and participation control. These strategies helped passive students become more confident, motivated, and willing to participate during English classroom interaction. However, some students still experienced difficulties because of low confidence and limited vocabulary mastery.

Keywords: *classroom management, passive students, EFL classroom*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi manajemen kelas yang digunakan oleh guru bahasa Inggris dan mendeskripsikan bagaimana strategi tersebut diterapkan untuk mendorong partisipasi siswa pasif dalam kelas bahasa Inggris di SMP Negeri 35 Medan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui wawancara, observasi kelas, rekaman video, catatan lapangan, dan dokumentasi.

Partisipan dalam penelitian ini adalah dua guru bahasa Inggris dan siswa kelas VIII. Data dianalisis melalui reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan berdasarkan teori manajemen kelas Garrett dan teori pendukung yang berkaitan dengan siswa pasif dalam kelas EFL. Hasil penelitian menunjukkan bahwa guru menerapkan strategi manajemen kelas melalui lima komponen, yaitu physical design, rules and routines, relationships, engaging and effective instruction, dan discipline. Strategi yang ditemukan meliputi pengaturan tempat duduk, rutinitas kelas, dukungan emosional, hubungan positif guru-siswa, pembelajaran kolaboratif, Project-Based Learning, latihan berbicara, pemantauan kelas, dan kontrol partisipasi. Hasil penelitian juga menunjukkan bahwa siswa pasif didorong melalui dukungan emosional, penguatan positif, partisipasi bertahap, pembelajaran kolaboratif, Project-Based Learning, pemantauan kelas, dan kontrol partisipasi. Strategi tersebut membantu siswa pasif menjadi lebih percaya diri, termotivasi, dan bersedia berpartisipasi dalam interaksi kelas bahasa Inggris. Namun, beberapa siswa masih mengalami kesulitan karena rendahnya kepercayaan diri dan keterbatasan penguasaan kosakata.

Kata Kunci: manajemen kelas, siswa pasif, kelas EFL.

A. Introduction

In Indonesia, English is taught as a foreign language at various levels of education, including junior high school. In English language learning, students are not only expected to understand grammar and vocabulary but also to be able to use English to communicate. Therefore, English language learning requires classroom interaction that provides students with opportunities to ask questions, answer questions, express their opinions, and participate in learning activities.

In the context of English as a Foreign Language (EFL), teachers play a crucial role in creating a classroom environment that supports the learning process. One key aspect of English language learning is classroom management. Classroom management refers to a teacher's ability to organize learning activities, manage student behavior, maintain classroom interaction, and create a conducive learning environment. Garrett explains that classroom management consists of five components: physical design, rules and routines, relationships, engaging and effective instruction, and discipline. These five components demonstrate that

classroom management is not only about controlling student behavior but also about creating an organized, supportive, and interactive classroom environment.

Classroom management is important because the classroom atmosphere can influence students' willingness to participate. Teachers can implement various strategies, such as seating arrangements, classroom routines, collaborative learning, Project-Based Learning, classroom monitoring, positive reinforcement, and good teacher-student relationships. The Peace Corps explains that effective classroom management can be achieved through positive expectations, encouragement, classroom routines, clear instructions, student engagement, classroom monitoring, and positive teacher-student relationships. These strategies are relevant in English language learning because they can help students feel safer, more confident, and willing to engage in classroom activities.

However, student participation remains a challenge in EFL classrooms. Some students tend to be passive, quiet, hesitant to answer questions, avoid classroom interaction, and rely on peers during learning activities. In English language learning, this situation can occur because students fear making mistakes, lack self-confidence, have limited vocabulary, or feel anxious when using English. Krashen, through the Affective Filter Hypothesis, explains that anxiety and low self-confidence can hinder students in language learning. Additionally, MacIntyre, through the Willingness to Communicate theory, explains that self-confidence, anxiety, classroom atmosphere, and opportunities for interaction can influence students' willingness to communicate.

Ideally, classroom management should help teachers create an organized, supportive, and interactive classroom environment so that students can actively participate in English language learning. However, in reality, some students still exhibit low participation during learning activities. This situation indicates a gap between the ideal function of classroom management and the actual participation of passive students in EFL classrooms.

Based on initial observations at SMP Negeri 35 Medan, English teachers have implemented various classroom management strategies, such as group discussions, collaborative learning, Project-Based Learning, classroom routines,

seating arrangements, and the use of learning media. Teachers also strive to create a supportive classroom atmosphere by providing motivation, guiding students who are struggling, and building comfortable, non-judgmental relationships. Nevertheless, the results of initial interviews indicate that passive students remain one of the challenges in English language classrooms. Some students still lack confidence when speaking English, hesitate to answer questions, and rely on peers during collaborative activities.

Several previous studies have addressed classroom management, student participation, and the factors contributing to passive behavior in English language learning. However, previous research has largely focused on general classroom management practices, classroom discipline, student participation, or academic achievement. There remains a limited body of research that specifically examines how Garrett's classroom management components are applied by English teachers to encourage passive student participation at the junior high school level in an EFL context. Furthermore, studies linking practical classroom management strategies from the Peace Corps with teachers' efforts to enhance passive student participation also need to be strengthened.

Based on the above, this study aims to identify the classroom management strategies used by English teachers at SMP Negeri 35 Medan and to describe how these strategies are applied to encourage passive student participation in English language learning. This study is expected to contribute to research on classroom management in the EFL context and serve as a reference for teachers in creating a more supportive and interactive learning environment that encourages passive students to participate more actively.

B. Methodology

This study employs a descriptive qualitative approach. This approach was chosen because the study aims to describe the classroom management strategies used by English teachers and to explain how these strategies are applied to encourage passive student participation in English language learning. This study

does not involve any specific interventions but rather describes the learning phenomena as they naturally occur in the classroom.

This study was conducted at SMP Negeri 35 Medan. The data sources consisted of two English teachers teaching eighth-grade classes and eighth-grade students as part of the observed learning context. To maintain research ethics, the teachers were coded as T1 and T2. Primary data were obtained through interviews, classroom observations, video recordings, field notes, and documentation. Supporting data were obtained from photographs of learning activities, documentation of student projects, books, journals, and relevant prior research.

The primary instrument in this study was the researcher themselves, with supporting instruments including an interview guide, observation sheets, field notes, and documentation. The interview guide was used to obtain information about the classroom management strategies employed by the teachers. Observation sheets were used to observe the implementation of strategies based on Garrett's classroom management components: physical design, rules and routines, relationships, engaging and effective instruction, and discipline.

Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and the drawing and verification of conclusions. During the data reduction stage, the researcher selected data relevant to classroom management strategies and passive student participation. Subsequently, the data were presented in the form of descriptions, categories, and tables. In the final stage, the researcher drew conclusions to answer the research questions regarding the classroom management strategies used by teachers and their application in encouraging passive student participation.

C. Findings and Discussion

The findings of this study were obtained from interviews, classroom observations, video recordings, field notes, and documentation. The data were analyzed based on Garrett's classroom management theory, which consists of five components: physical design, rules and routines, relationships, engaging and effective instruction, and discipline. In addition, the analysis also considered theories

related to passive students in EFL classrooms, Krashen's Affective Filter Hypothesis, MacIntyre's Willingness to Communicate theory, and Peace Corps classroom management strategies.

The first finding shows that English teachers at SMP Negeri 35 Medan implemented various classroom management strategies during English learning activities. These strategies were categorized based on Garrett's five classroom management components. The summary of the findings is presented in Table 1.

Table 1. Summary of Classroom Management Strategies Used by Teachers

Classroom Management Component	Strategies Implemented
Physical Design	Semi-circle seating arrangement, group seating, seating control
Rules and Routines	Greeting activities, vocabulary routines, review activities
Relationships	Emotional support, positive reinforcement, personal approach
Engaging and Effective Instruction	Discussion activities, Project-Based Learning, collaborative learning, speaking practice
Discipline	Classroom monitoring, participation control, classroom supervision

Table 1 shows that the teachers used classroom management strategies through five main components. In physical design, the teachers used semi-circle seating arrangement, group seating, and seating control to organize classroom interaction. These strategies helped students communicate more openly and participate through group interaction. In rules and routines, the teachers applied greeting activities, vocabulary routines, and review activities to prepare students before learning. These routines helped students become more familiar with classroom procedures and interaction patterns.

In the relationship component, the teachers created a supportive classroom atmosphere through emotional support, positive reinforcement, and personal approaches. The teachers encouraged students not to be afraid of making mistakes and avoided directly blaming students when they gave incorrect answers. These

strategies helped passive students feel more comfortable and confident during English learning activities. In engaging and effective instruction, the teachers used discussion activities, collaborative learning, Project-Based Learning, speaking practice, peer learning, and instructional media. These activities encouraged students to participate actively and helped passive students become involved gradually through peer interaction. In discipline, the teachers applied classroom monitoring, participation control, and supervision to maintain classroom order and ensure equal participation.

To describe the distribution of classroom management strategy categories, the researcher calculated the frequency and percentage of the coded data. The result is presented in Table 2.

Table 2. Percentage of Classroom Management Strategy Categories

Classroom Management Component	Frequency	Percentage
Engaging and Effective Instruction	17	40.48%
Relationships	14	33.33%
Rules and Routines	5	11.90%
Physical Design	3	7.14%
Discipline	3	7.14%
Total	42	100%

Table 2 shows that the most frequent classroom management component was engaging and effective instruction, with 17 occurrences or 40.48%. This indicates that the teachers frequently used instructional strategies such as discussion, Project-Based Learning, collaborative learning, speaking practice, scaffolding, and learning media to involve students during English learning activities. The second most frequent component was relationships, with 14 occurrences or 33.33%. This shows that emotional support, positive reinforcement, personal guidance, and positive teacher-student relationships were important strategies in the classroom.

The second finding shows that teachers implemented classroom management strategies to encourage passive students' participation through supportive, collaborative, and gradual classroom interaction. The teachers did not force passive students to participate directly. Instead, they created classroom conditions that allowed passive students to become involved step by step. The strategies used to encourage passive students are presented in Table 3.

Table 3. Strategies for Encouraging Passive Students

Strategy	Implementation	Effect on Passive Students
Emotional Support	Encouraging students not to fear mistakes	Helped increase confidence
Collaborative Learning	Group discussion and peer learning	Helped reduce speaking anxiety
Participation Control	Giving passive students opportunities first	Helped increase participation
Positive Reinforcement	Providing supportive feedback	Helped increase motivation
Classroom Monitoring	Guiding passive students during activities	Helped increase classroom involvement
Project-Based Learning	Collaborative project activities	Helped create more comfortable participation

Table 3 shows that passive students were encouraged through emotional support, collaborative learning, participation control, positive reinforcement, classroom monitoring, and Project-Based Learning. Emotional support was implemented by encouraging students not to fear mistakes. Collaborative learning was implemented through group discussion and peer learning. Participation control was implemented by giving passive students opportunities to participate and preventing active students from dominating classroom interaction. Positive reinforcement was implemented through supportive feedback. Classroom monitoring was implemented by guiding students during learning activities. Project-Based Learning was implemented through collaborative project activities that allowed students to participate in groups.

The distribution of strategies used to encourage passive students is presented in Table 4.

Table 4. Percentage of Strategies for Encouraging Passive Students

Strategy	Frequency	Percentage
Emotional Support	5	25%
Positive Reinforcement	4	20%
Collaborative Learning	3	15%
Participation Control	3	15%
Classroom Monitoring	3	15%
Project-Based Learning	2	10%
Total	20	100%

Table 4 shows that the most frequent strategy used to encourage passive students was emotional support, with 5 occurrences or 25%. This indicates that the teachers often encouraged passive students by reducing their fear of making mistakes and helping them feel more confident. The second most frequent strategy was positive reinforcement, with 4 occurrences or 20%. This shows that supportive feedback and appreciation were important in motivating passive students to participate. Collaborative learning, participation control, and classroom monitoring each appeared 3 times or 15%, while Project-Based Learning appeared 2 times or 10%.

These findings indicate that passive students were encouraged through supportive, gradual, and collaborative classroom management strategies. Passive students initially tended to remain silent, hesitate to answer questions, avoid speaking activities, and depend on active classmates. However, they gradually became more involved when teachers provided emotional support, classroom guidance, group interaction, and gradual participation opportunities. Collaborative learning and Project-Based Learning helped passive students participate more comfortably because they could communicate with peers before speaking individually in front of the class.

The findings support Garrett's classroom management theory. Garrett explains that classroom management includes physical design, rules and routines, relationships, engaging and effective instruction, and discipline. In this study, all five components appeared in teachers' classroom practices. Seating arrangement and classroom organization supported interaction. Greeting routines and review activities created predictable classroom procedures. Positive teacher-student relationships built a supportive classroom atmosphere. Discussion, collaborative learning, Project-Based Learning, and speaking practice created engaging instruction. Classroom monitoring and participation control helped maintain order and equal participation.

The findings are also supported by Peace Corps classroom management strategies. Peace Corps explains that effective classroom management includes positive expectations, encouragement, classroom routines, clear instructions, student engagement, classroom monitoring, and positive teacher-student relationships. In this study, these strategies appeared through supportive feedback, emotional support, greeting routines, group activities, classroom monitoring, and participation control. These strategies helped create a classroom environment where passive students felt safer and more willing to participate.

The findings are also related to Krashen's Affective Filter Hypothesis. Passive students often experience anxiety, low confidence, and fear of making mistakes when using English. Emotional support, positive reinforcement, and a non-judgmental classroom atmosphere helped reduce students' anxiety during classroom interaction. When students felt emotionally safe, they became more willing to try answering questions or participating in group activities.

Furthermore, the findings are connected to MacIntyre's Willingness to Communicate theory. Students' confidence, classroom atmosphere, and interaction opportunities influence their willingness to communicate. In this study, collaborative learning, Project-Based Learning, speaking practice, and peer learning gave passive students more opportunities to communicate in a supportive setting. These strategies helped students participate gradually and reduced the pressure of individual classroom performance.

Overall, the findings show that classroom management strategies played an important role in encouraging passive students' participation in English classes at SMP Negeri 35 Medan. The implementation of emotional support, positive reinforcement, collaborative learning, Project-Based Learning, classroom monitoring, participation control, routines, and positive teacher-student relationships helped passive students become more confident, motivated, and willing to participate during English classroom interaction.

D. Conclusion

Based on the findings and discussion, this study concludes that the English teachers at SMP Negeri 35 Medan implemented various classroom management strategies during English learning activities. These strategies were categorized based on Garrett's classroom management theory, including physical design, rules and routines, relationships, engaging and effective instruction, and discipline. The strategies found in this study included seating arrangement, classroom routines, emotional support, positive teacher-student relationships, collaborative learning, Project-Based Learning, speaking practice, classroom monitoring, and participation control. These strategies helped create supportive, organized, and interactive classroom environments.

The findings also show that the teachers implemented classroom management strategies that were in line with Peace Corps classroom management strategies. The teachers encouraged passive students through emotional support, positive reinforcement, gradual participation, collaborative learning, Project-Based Learning, classroom monitoring, and participation control. These strategies helped passive students become more confident, motivated, and willing to participate during English classroom interaction. Supportive classroom atmosphere and collaborative learning also helped reduce students' anxiety and fear of making mistakes, although some students still experienced difficulties because of low confidence and limited vocabulary mastery.

Therefore, English teachers are suggested to continue applying supportive classroom management strategies, especially gradual participation, positive

reinforcement, collaborative learning, Project-Based Learning, and classroom monitoring. Students are also encouraged to be more confident and not afraid of making mistakes during English learning activities. Future researchers may conduct similar studies in different schools, levels, or EFL classroom contexts to enrich the discussion of classroom management strategies and passive students' participation.

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