

Managing ICT-Assisted English Classroom; Teachers' Perspectives And Best Practices

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ABSTRACT

This study aims to describe the classroom management implementation by the teacher ICT-assisted in teaching English and To find out the problems faced by the Teacher in Implementation Classroom Management in ICT – Assisted English Learning in SMKN 1 Tinambung. The researcher used descriptive-qualitative research. The research subjects were two English teachers. The two teachers used online class and offline class. Observations and interviews as instruments to collected data. The results showed that classroom management was divided into six aspects. Which Includes Rules and Procedures, Discipline and Consequences, Teacher-Student Relationships, Mental Set, Student Responsibilities and Layout of Seating and Desk.

Keywords: *Classroom Management, Implementation, ICT-Assisted*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen kelas oleh guru berbantuan TIK dalam pengajaran bahasa Inggris dan Untuk mengetahui permasalahan yang dihadapi oleh Guru dalam Implementasi Manajemen Kelas dalam Pembelajaran Bahasa Inggris Berbantuan TIK di SMKN 1 Tinambung. Peneliti menggunakan penelitian deskriptif-kualitatif. Subjek penelitian adalah dua orang guru bahasa Inggris. Kedua guru tersebut menggunakan kelas online dan kelas offline. Observasi dan wawancara sebagai instrumen pengumpulan data. Hasil penelitian menunjukkan bahwa pengelolaan kelas terbagi menjadi enam aspek. Yang Meliputi Tata Tertib, Disiplin dan Konsekuensi, Hubungan Guru-Murid, Mental Set, Tanggung Jawab Siswa dan Tata Letak Tempat Duduk dan Meja.

Kata kunci: *Penerapan Manajemen Kelas, Berbantuan ICT*

INTRODUCTION

Classroom management has a significant impact on the effectiveness of student learning in the learning and teaching process. Classroom management encompasses a wide range of skills and tactics used by teachers to keep students organized, orderly, focused, attentive, on task, and academically productive throughout class.

Classroom management, according to (Chandra, 2015), strives to build student self-control through a process that promotes positive student success and behavior. As a result, the idea of classroom management is closely linked to academic achievement, teacher efficacy, and teacher and student behavior.

According to H. K. Sam et al in (Oyedemi, 2015) the use of information, communication, and technology (ICT) may improve education quality, extend learning possibilities, and make education more accessible. It is necessary to successfully integrate new technology and practices into schools. (1) ICTs are included in strategic planning and are part of the school culture; (2) learning and learning methods facilitate participation and lead to empowerment; (3) flexible curriculum; (4) high communication investment; (5) optimal leadership and management; and (6) strong learning staff capacity and commitment.

The idea of involving Information and Communication Technology (ICT) on English teaching in various level of learners is great since the development of ICT itself in entire context of human life, without exceptions, pedagogical context. But for some reasons, many teachers, nowadays, find it difficult to manage the English class while involving ICT on that class. This problem has brought the idea of finding out the best solution for teacher to handle the class properly, with out ignoring the existence of ICT.

This study has found various informations to elaborate the implementation of classroom management in ICT-assisted English learning in SMKN 1 Tinambung.

Information and Communication Technology (ICT)

ICT stands for Information and Communication Technology. ICT refers to all technologies involved in the capture, gathering, processing, storage, distribution, and display of information as a subset of science and technology in general (Ulfa, 2018) The terms "information technology" and "technology" are literally formed up of the phrases "information" and "technology." Simply said, information technology is the human modification of the information distribution process from sender to destination in order to speed up, broaden, and store information for longer periods of time.

"Information and communication technology (ICT) has become, in a relatively short period, one of the essential building components of modern civilisation," writes (Kaur & Meenu, 2013) Understanding ICT and mastering the essential skills and principles of ICT are key components of education in many countries today, alongside reading, writing, and numeracy." In this respect, the primary aim of the Strategy for Information and Communication Technology Implementation in Education is to offer opportunities and trends for integrating information and communication technology (ICT) into general educational activities. There are some unavoidable truths in modern schooling. It is possible to conclude that Information and Communication Technology (ICT) is a tool or device used for transferring, collecting, processing, and disseminating information or news that is very useful for everyday human life in order to help them face the world with new knowledge and share it with others.

As new modes of communication emerge, it is apparent that schools must include these modes into their social and communicative practices. Technology is at the forefront of bringing innovation to the education industry. Then, instead of using a textbook or an outdated media, the instructor used technology to pique the student's interest in the instructional contents. (Ratheeswari, 2018) The following fundamental criteria must be satisfied in order to successfully harness the potential of modern information and communication technologies (ICTs) to improve learning; (1) In their classrooms, schools, and teacher education institutions, students and instructors must have enough access to digital technology and the Internet. High quality, meaningful, and culturally responsive digital content must be available for teachers and learners. (2) Teachers must be knowledgeable and skilled in order to employ

new digital tools and resources to assist all students in meeting high academic requirements.

The Nation of Classroom Management

Classroom management is critical to the teaching and learning process. It will assist the instructor in running the class effectively. Gebhard (2002) in Fauziati (2015), said simply that classroom management refers to how instructors arrange what happens in the classroom. According to Fauziati (2015), the concept of classroom management is wider than the concept of student discipline. Further, classroom management, as defined by Randin McCreay in Sibarani (2017), is the tactics and strategies utilized by educators to keep the classroom atmosphere conducive to student achievement and learning. Although there are various pedagogies, the techniques involved in controlling the classroom all have one thing in common: students need to feel that they are in an atmosphere where they can flourish. In other words, the students' classroom management abilities will indirectly contribute to the teacher's plan, which is the aim. The instructor must create a favorable and dynamic learning atmosphere in the classroom.

According to Marzano (2003) in Sibarani (2017), the teacher's most essential job, among others, is that of a manager. To get the desired results, the teacher must be able to manage the class effectively and offer enabling conditions for students to study. The teaching and learning process will be hampered if teachers are unable to effectively manage their Class.

Furthermore, Joyce McLeod et al, (2003) said in Sibarani (2017) that instructors play an important role in classrooms as a leader of instruction. Teachers must pay attention to social, intellectual, and physical classes in order to accomplish this job. As a result, instructors could carry out their responsibilities effectively. Aside from that, instructors must be able to handle and overcome disturbances in the classroom. As a result, it is possible to infer that classroom management is the most essential aspect of the teaching and learning process.

Aspects of classroom management is a substantial part to implement the proper classroom management in teaching. According to. J. Marzano, B. Gaddy, C. Fozeid, P. Fozeid, And S. Marzano (2005) stated there are six aspects to manage classroom that works (1) Rules and procedures, (2) Discipline and Consequences, (3) Teacher-Student relationship, (4) Mental Set, (5) Student Responsibility, and (6) Layout of Seating and Desk

RESEARCH METHOD

The research design that was used in this research was qualitative. This approach is also known as naturalistic inquiry (Sugiyono, 2017) since it investigates a phenomena in its natural setting. Descriptive research is study that depicts and explains a phenomena, natural phenomenon, or human phenomenon. Descriptive research investigates the activities, features, changes, relationships, similarities and contrasts between one phenomena and another. The research was conducted on July 2021 in SMKN 1 Tinambung. The data sources of this research was event in the form of the teaching and learning activities in the classroom of English Subject in ICT – Assisted English Teaching by English teacher and the second was informant which in descriptive qualitative research is often called as respondents. people who gave the information for the research. The informant of this research is the English teacher SMKN 1 Tinambung that used ICT in English Learning. The Teacher would be the key informant of this research by interview. The data for this study was collected through interview and observation empowering observation checklist and semi-structured interview guideline

FINDINGS AND DISCUSSION

Findings

a. Rules and procedures

1) General classroom behavior

Based on the observations that have conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted, which included the teacher displaying the class rules on a power point

slide to convey the class rules to the students, as well as the teacher distributing the rules via Whatsapp group. Beginning and ending period of the day

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, researcher discovered information such as the instructor saying hello using an online learning tool, specifically Google Classroom, in their observations of teacher B in the TBSM class via online Class. Then, when the researcher performed the interview on September 14th, the teacher revealed that, based on the indications followed by the researcher, the instructor did not adopt much classroom control, for example the results of the interview.

2) Transitions and Interruptions

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, such as after the teacher gave a brief explanation, the teacher asked the students to give examples after the students understood the material, the teacher asked students to appear in front of giving an example, and after the students understood the material, the teacher asked students to appear in front of giving an example. The teacher expects students to immediately ask if there is something the student doesn't understand this applies to individual and group learning. The teacher moves from the material point to the next material point, the teacher expects the students to understand the material, the teacher says return one example of learning material, then, and the teacher asks student representatives to appear as examples for self-introduction. In the observations on August 3rd, 10th, and 14th of teacher B in class X TBSM who used online class, researcher found information including, the teacher expects students to actively ask about the material or assignments uploaded by the online learning application, the

teacher expects students to understand the material then make assignments like those in the uploaded material.

3) Use of materials and equipment

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, teachers using LCDs in learning, teachers telling students to use their respective cell phones as learning aids but researcher also found information through interviews on August 25th with teachers about the use of materials and equipment, for example, teachers usually ask students to borrow or look for other sources in the textbook.

4) Group Work

Based on the observations that have been conducted by the researcher on August 2nd 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave rules for group assignments. In the observations on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that but when the researcher conducted interviews on September 14th 2021 with teacher B the researcher found information including, the teacher directed the students for each group to work on the task together as for the results of the conversation.

5) Seatwork and teacher led activities

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher expects students to understand the material, the teacher expects students to do assignments with their own abilities. In the observations on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the researcher did not

find the implementation of the teacher but when the researcher conducted interviews again on September 14th, the researcher found information,

b. Discipline and Consequences

1) Teacher Reaction

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave a warning to students. The teacher does not include students who are very late. In the observations on 3rd, 10th, and 14th of teacher B in class X TBSM who used online Class, the researcher did not find any implementation from the teacher but when the researcher conducted another interview on September 14th 2021, the researcher found the reason why the teacher did not do that as for the interview.

2) Tangible and direct cost

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave a plus point for students who often answered questions and the teacher also gave praise to these students. As for direct punishment for students who do not behave well, such as fighting in class, the teacher also gives a warning to the student as for what the teacher in class. In the observations on August 3rd, 10th, and 14th of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher also explained that he did not implement this indicator on the grounds that he did not interact directly with students.

c. Teacher-student relationship

1) Demonstrating Personal Interest in Students (Interacting with student as individuals)

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher greeted students who were waiting in front of the class while they were waiting for the teacher to come. Then the teacher also joked with the students to refresh the lesson. In the observations on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher explained the reason.

2) Behaving Equitably and responding Affirmatively to Questions

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher appreciates every student who dares to appear above, the teacher gives motivation to students. The teacher also corrects the students' mistakes in answering questions, and the teacher gives the courage to try even though it is still wrong. In the observations on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher also answered that he did not do that.

3) Exhibiting an Assertive Connection

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave a firm warning to the students. In the observations on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September

14th 2021 of the teacher also answered that he did not do that.

4) **Being Aware of the Needs of Different Types of Students**

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, in dealing with students who are afraid to interact with their friends. The teacher used classroom implementation by using study groups in class so that these students can work together and interact with their friends, to students who are afraid to make mistakes the teacher used implementation by encouraging the students to dare to appear in front. Then, for students who are very active in class that do bad behavior, the teacher gives a reprimand if the student is active only to disturb his friends but if the student is active in class in learning and with students that good behavior the teacher gives appreciation. Then, the quiet student the teacher gives a warning or motivation so that the student becomes active in learning. In the observations on August 3rd, 10th, and 14th of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 of the teacher explained that because they did not meet face to face with students, the teacher could not know the specifics of student needs as found in Teacher A's observations.

d. Mental Set

1) **Exhibiting "Withitness"**

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted, that the teacher was very master of the class in terms of giving this material, which was marked by the teacher's voice being heard clearly by the students and each student's question being answered by the teacher. It is different from

the observation. In the observation on August 3rd, 10th, and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher explained that he did not implement this indicator.

2) **Exhibiting Emotional Objectivity**

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, during the learning process the teacher remained calm, this was seen during the learning process the teacher remained calm and not angry even though he occasionally reprimanded students but did not come to scold. This is also seen when the teacher is calm when dealing with students who are not calm during the learning process. Unlike the observations on August 3rd, 10th and 14th 2021 in teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th of the teacher explained that he did not implement this indicator.

e. Student Responsibility

1) **The Nature of Responsibility**

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave motivation about the responsibility of students as recipients of lessons and the teacher also gives an assessment of the students' abilities and the teacher's expectations for these students so that they can understand the material. In the observations on August 3rd, 10th and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher explained that he did not implement this indicator.

2) Strategies for Personal Development
Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted including, the teacher gave stories of his own experiences to build the students' awareness. The teacher gave motivation to the students and the teacher also gave examples of the importance of trying in learning. In the observations on August 3rd, 10th and 14th 2021 of teacher B in class X TBSM who used online Class, the teacher did not do that and during the interview on September 14th 2021 the teacher explained that he did not implement this indicator.

f. Layout of seating and desk

Based on the observations that have been conducted by the researcher on July 28th 2021, August 2nd and 4th 2021 in class X OTKP, the researcher discovered classroom management implementation by the teacher in ICT-assisted, the teacher usually used the usual seating rules, namely using orderly rows, but when the teacher used learning group learning materials, the teacher used separate tables. However, in class X TBSM which used online Class, it does not use seating rules like in class X OTKP which used offline Class.

Discussion

a. Rules and Procedures.

The teacher started the learning process with the teacher reminds students about learning material at the end of the lesson which of course must be executed with good planning in opening and closing the lesson in order to achieve the purpose of the learning. These research findings were supported by Gurudaiman (2012) explained that the implementation of opening and closing lessons does not seem artificial if it is planned well instead the implementation will run logically and systematically so that it will be able to obtain learning outcomes that meet the learning objectives.

Teachers also have to make students as the center of learning in the learning process, both in individual and group learning as is done by teachers in implementing classroom management, the results of this study are supported by Sardiman (2011) stated that in learning activities, students must actively carry out learning activities, students are required to be active in exploring their own knowledge while the teacher as a learning facilitator and organizes students so that learning can run well. Lastly, the teacher explains about the use of ICT tools as learning tools in order to make the learning process become more effective. The results of this study are supported by Djamarah (2017) stating that the use of tools or media, teaching styles, interaction patterns between teachers and students will reduce the emergence of distractions, increase student attention, so as to achieve effective classroom management and avoid student saturation and also supported by Sam et al in Oyedemi (2015) state that the use of information, communication, and technology (ICT) can improve the quality of education, expand learning possibilities, and make education more accessible.

b. Discipline and Consequences

Based on the findings that the researcher presented in the previous section, the researcher then concluded several points that were included in this aspect, namely, teachers usually reacted to student behavior whether it was good or bad behavior by giving reprimands and also like giving warnings to students who behave badly in class such as students disturbing their friends during the learning process. For those who well behaved, the teachers give motivation or some kind of appreciation and the teacher also gives some extra points to students who often answer questions from the teacher as a reward in order to make students become motivated and more active. This is in accordance with the theory of Sardiman (2012) stated that rewards and punishments are one form and way to motivate students in school activities. These findings supported by Purwanto (1998)

which states that the purpose of educators giving rewards to students is that the students become more active to improve or enhance the achievements they have achieved. In other words, students become more determined to learn better.

In addition, the results of this study are supported by Malik (2005), stating that punishment is an educational effort to improve and direct students in the right direction, not legal practices and torture that stifle creativity. With the punishment, it is hoped that students will realize the mistakes they have made, so that students will be careful in taking action. The right strategy will affect the learning process to increase continuously to achieve maximum results. For this reason, teachers always try to motivate students to be more interested in participating in the learning process. One of the ways to do so is by providing educational rewards and punishments. So, the researcher concludes that giving reprimands to students who behaved inappropriate can have an effect on students to change their behavior for the better and give appreciation or motivation for students who well behave can make students work even more to be better, while giving rewards and punishments both have the same effect.

c. Teacher – Student Relationship

Based on the findings that the researcher presented in the previous section, the researcher then concluded several points that were included in this aspect, namely In the aspect of implementation carried out by the teacher by building interactions with students such as giving appreciation to students who did good work or tried their best during the learning process. The results of this study are supported by Dweck (2007) which states that appreciating students' intelligence tends to place students in a fixed mindset, while praise for efforts tends to place them in a mindset that develops later. In order to build good relationship the teachers have to know students' characteristics. The teachers clearly understand the students

characteristic and it is proved by how the teacher provide support for them differently based on their needs According to Degeng (1991), the characteristics of students are aspects or individual qualities of students that they already have. Analyzing the characteristics of students is intended to determine the individual characteristics of students. The results of this activity will be in the form of a list containing the grouping of student characteristics, as a basis for describing the appropriate method to achieve optimal learning outcomes.

d. Mental Set

In this aspect the teacher carries out classroom mastery well, such as the teacher's voice being heard clearly by students, the results of this study are supported by Syarifah, E. F., & Emilia Sari, R. N. (2016) states that the teacher's voice can vary in intonation, tone, volume, and speed. The teacher can dramatize an event, point out things that are considered important, speak slowly with a student, or speak sharply to students who are less attentive, and so on. In addition variations in the voice of the speech or voice intonation have an influence on students' comprehension of the teacher's speech. A flat (monotonous) way of speaking can bore students so that students get tired of listening quickly. The researcher also found that every student's question could be answered correctly and well by the teacher, the results of this study were supported by Suyanto and Hisyam (2000) who suggested several teacher abilities that reflected an effective teacher, one of which was being able to provide helpful responses to students who were slow to learn and the teacher was also not get angry easily at students even though there are some students who often behave that can triggered the teacher to get angry but the teacher remain calm in dealing with students in order to keep the learning process in comfortable situation.

The researcher also found that the teacher also did not get angry easily with the

students even though there were some students who often made the teacher feel emotional but the teacher remained calm in dealing with these students making students relax in learning and the class atmosphere became safe. In this case, according to Sri (2017) states that teacher anger not only harming students but also harms teachers. Getting angry when students make mistakes is not a solution. But, holding back anger by understanding the student's condition and understanding the student's psyche will be more effective. These also supported by Teicher (2002) it is only need one snap to put the damage to the structure of the student's brain. Moreover, if the student is frequently yelled at, the cells that connects the right and left brain becomes smaller. This will affect the areas of the brain associated with emotion and attention.

e. Student Responsibility

Based on the findings that the researcher presented in the previous section, the researcher then concluded several points that were included in this aspect of the implementation carried out by the teacher by motivating students about the importance of students in learning and the responsibility of students as recipients of the lessons, the teacher also usually motivates students by telling the teacher's experiences. The results of this study are supported by Islamuddin (2012) which states that learning motivation is something that is driven by the spirit of learning or in other words as a driver of the spirit of learning. In addition, Marshall (1981) in Arianti (2018) states that learning motivation is the meaning, value, and benefits of learning activities that are quite attractive for students to carry out learning activities. Furthermore, students who are motivated in learning always believe that they can complete any work, they believe that learning is not a wasted activity, the results will not be useful only now, but also in the future.

From some of the opinions of the experts above, it can be concluded that motivation

is a psychological condition that encourages someone to do something. There are three main components in motivation, namely needs, drives and goals. Needs occur when the individual feels there is an imbalance between what he has and what he expects. While encouragement is the mental strength to carry out activities in order to meet expectations. Encouragement is a mental strength that is oriented to the fulfillment of expectations or the achievement of goals and objectives is something that an individual wants to achieve. These goals will direct behavior in this case, namely behavior to learn.

f. Layout of Seating and Desk.

In this aspect the teacher used orderly rows for each lesson as usual which According to Harmer (2007) the orderly row seating arrangement allows interaction between the teacher and all students in the class and students can easily focus their attention on the teacher and when the teacher delivered learning materials that use group work, the teacher will use separate tables which According to Harmer (2007), the application of separate tables makes the teacher to work at one table while the others get on with their own work. This is especially useful in mixed-ability classes where different groups of students can benefit from concentrating on managing the classroom different tasks (designed for different ability levels).

Classroom management implemented based on the results of various and appropriate observations, the psychological setting of the class feels comfortable so that students feel enthusiastic in the learning process. The results of this research are similar with the research the have conducted by Nurhijjah (2019) she founds that when teachers do learning as usual the teacher used rows table, while when teachers use learning using group learning the teacher used separate tables.

CONCLUSION AND SUGGESTION

Conclusion

Classroom management implementation by teacher in ICT-assisted in English learning is divided into: rules and procedures, Discipline and Consequences, Teacher-Student Relations, Mental Set, Student Responsibilities, and Seating and Table Layout. These six aspects support the classroom management implementation by teachers in ICT-assisted in English learning in SMKN 1 Tinambung.

Suggestion

After seeing the findings as well as discussion, the researcher give suggestion may be useful for teachers, students, and also for other researcher who will conduct the same topic in the research the ultimate aim of the teaching and learning process is the implementation of an ICT-assisted classroom management strategy. Teachers must meet the demands of the objective, and the only way to do so is via practice. The teaching and learning process would create communication between students in the classroom and the manner of learning process was appropriate with the lesson plan if a good classroom management strategy was used.

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