

Correlation between Teacher's Classroom Management and Students' English Academic Achievement

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Abstract

The study aimed to find out the correlation between teacher's classroom management and students' English academic achievement. This research employed quantitative research method. The subject of this research were the three classes of 3rd grade students of natural science at SMAN 2 Soppeng that consisted of 36 students which were taken by using cluster random sampling. The instruments used to collect data were a questionnaire and a test. According to the research findings in the questionnaire results, the four levels of classroom management were perceived by the students in varying numbers. There are 10 students (27.7%) who scored in the very high cluster, 14 students (39%) whose scored in the high cluster, 8 students (22.2%) who scored in the average cluster, and 4 students who scored in the low cluster (11.1%). In other word, teacher's classroom management at SMAN 2 Soppeng was adequate. For their academic achievement, 28 students (78%) were in the very good cluster, while 1 student (2.7%) was in the good cluster, 2 students (5.5%) were in enough cluster, and 5 students (13.8%) were in poor cluster. From the data, it can be inferred that the score of Pearson Product Moment Correlation was found that there was a significant correlation between classroom management and students' academic achievement in English subject at SMAN 2 Soppeng ($r=0.610$). This means that classroom management have relationship toward students' academic achievement.

Keywords: *Classroom Management, Teacher, Academic Achievement, Students.*

1. Introduction

Classroom is the main place to conduct the teaching and learning activities in the school, where most of the students spend their time to study. In this place students can grow and develop their intellectual and emotional potential. To support the teaching and learning activity, classroom should have a good set up both of physically and psychologically because the students' academic achievement determined also

everything that happens in the classroom. Therefore, as a manager teacher can actively create a positive classroom dynamic that will support students learning (Marzano and Marzano, 2003) which will have a high-quality impact not most effective on decreasing disruptive behavior but also on enhancing academic scores (Oliver, Wehby & Reschly, 2011).

Effective teacher's classroom management appreciably increases students' academic achievement and reduces behavioral problems of the students (Korpershoek, Harms, Van Kuijk, & Doolaard, 2016). A good learning environment will support students to be able follow the learning well as well. Meanwhile, a class environment that not conducive will make students uncomfortable in studying, even make it possible for students do thing that deviate and cause problem in learning (Purwati, 2015). Because of that, teacher as manager of classroom must take control from the beginning of the lesson to the end, so that classroom still remains a conducive learning environment to make students fell enjoy to examine specially learning English due to the fact as a foreign language learner, students spend have a touch chance to apply or exercise the target language in daily life, they need to depend completely on classroom activities to exposed the goal language (Yan, 2006).

Therefore, interaction in class is very important to note. Because of the impact of the bad student/teacher interaction may result to poor students' achievement whereas as a good student/teacher relationship may result in good achievement (Dewey, 1900). Furthermore, positive interactions in the classroom can induce to increased students' academic achievement as well as an experience of satisfaction and belonging while at school (Bucholz and Sheffler, 2009).

This study wanted to show the correlation between teacher's classroom management and students' academic achievement. Thus, this study hopes could be useful in realizing

that classroom management could affect students' academic achievement of the teaching learning process in the classroom.

2. Literature Review

2. 1. Definition of Classroom Management

Teacher's Classroom management consist to all of the activities that teachers engage in the classroom to creates and maintains optimal conditions for the learning process. Gebhard (2002) in Fauziati (2015) stated that classroom management refers to how teachers organize what goes on in the classroom. Furthermore, according to Marzano (2003) in Garret (2014), classroom management is consistently identified as a critical factor in student learning. Meanwhile, Wong and Wong (1998) in Fauziati (2015) explicitly state that classroom management consist all of the things that a teacher should do to achieve two goals: to foster student complicity and collaboration altogether classroom activities; and to create a productive workplace. In other phrases, the researchers can outline classroom management as any action taken by means the teacher to sell social interaction, lively engagement in learning, and motivation throughout the teaching and learning process.

According to Arikunto (in Djamarah 2006) stated that the goal of class management is for every child in the class can work in an orderly manner so that learning objectives can be met achieved effectively and efficiently. Based on some of the opinions expressed above, it can be deduced that classroom management aims to create and maintain classroom conditions that are

conducive to teaching and learning, providing satisfaction, a discipline environment, intellectual, emotional development, and attitudes and appreciation to students so that students can learn effectively and teachers can teach effectively.

According to Djamarah (2006) in order to minimize the problem of classroom management disruption, the following principles of classroom management can be applied: warm and enthusiastic, challenge, varies, flexibility, emphasis on positive things, cultivation of self-discipline, Emotional stability, optimism and self-confidence, simplicity, fir, and humorous. According to Afriza (2014) explained that the components of skills that a teacher must have in order to manage the class are divided into two categories: the ability to create and maintain optimal learning conditions (preventive in nature) and the ability to develop optimal learning conditions.

2. 2. Definition of Academic Achievement

Purwanto (2009) stated that academic achievement is an acquisition as a result of carrying out a process or activity where it results in changing the functional input and changes in behavior in individuals. According to Hamalik (2011) academic achievement is as a result changes in behavior during a person, for instance from not knowing to know, and from not understanding to understanding.

According to Ahmat Tafsir (2007) academic achievement is divided into two standards, namely absolute standards and relative standards. Absolute standards are used to express the level of mastery of teaching

materials or teaching objectives by students while the relative standards describe the ability of students compared to other students in the group. Ahmad (2008) stated that the academic achievement appears to be the mastery of a brand response sample to the surrounding within the shape of capabilities, conduct, mind-set, capability, expertise, emotional, appreciation, physical or manners, and social relationships. Meanwhile, according to Benjamin S. Bloom and Rathwohl, as quoted by Yatim Riyanto (2009) that academic achievement is classified into three domains, namely: cognitive domain, psychomotor domain and affective domain. Researchers in this take a look at simplest focused on one of the three aspects mentioned with the aid of Benjamin S. Bloom, particularly the cognitive factor. The cognitive component's goal is to increase thinking abilities that variety from simple highbrow competencies, consisting of remembering, to trouble-solving abilities that require college students to connect and integrate numerous ideas, methods or processes found out to solve the hassle. For that reason, the cognitive aspect is a sub-taxonomy that exhibits mental activities that frequently start with understanding and development to the maximum crucial degree, specifically evaluation.

There are two main factors that affect academic achievement namely factors from the students themselves and factors that come from outside students self or environmental factors. Clark (in Nana Sudjana) stated that 70% of students Learning outcome at school are influenced by students' skill and 30% influenced by the environment (Nana, 2011).

3. Research Methodology

3. 1. Research Design

Each research has its own research method, that is decided with the aid of have a look at the cause. The kind of research design utilize of this study was quantitative research with the research data were obtained using SPSS.

3. 2. Research Instrument

3. 2. 1. Questionnaire

In this study, classroom management data were measured by using classroom management questionnaire which is written by Dheni Purwati in her thesis with a validity of 0.3 and a reliability of .909. The students were asked to complete a 40-items of classroom management questionnaire using a Likert-scale consist of always, often, rarely, and never. If the students check always in positive statement the score is 4, and if student checks never the score is 1. While in negative statement is scored in reverse manner. If students check never the score is 4 while if students check always the score is 1. After the data of questionnaire has been obtained, the scores of the items were calculated. Because there are 40 items in the classroom management questionnaire, the possible highest score was 160 and the probability lowest score was 40. Classroom management intervals were divided into four categories. Scores 145 to 160 were in very high categories, 139 to 144 in high

categories, 134 to 134 were in average categories, and 40 to 133 in low categories.

3. 2. 2. Test

In case of students' academic achievement, the researchers were provided multiple-choice test questions that related the subject matter in accordance with the syllabus and curriculum.

3. 3. Data Analysis

In the processing data analysis, the type of analysis is associative analysis which is used to know whether there is a relationship between variables.

4. Findings and Discussions

4. 1. Research Findings of Correlation between Classroom Management and Academic Achievement

Pearson Product Moment Correlation was used to answer the research question. Based on Pearson Product Moment Correlation Coefficient, there was a good correlation among classroom management and academic success. The correlation coefficient or the r -obtained (.610) was higher than r -table (0.329). The level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. As a result, there was considerable correlation among teacher's classroom management and students' academic achievement.

Table 1. Correlation Test

Correlations			
		Classroom Management	Academic achievement
Classroom Management	Pearson Correlation	1	.610**
	Sig. (2-tailed)		.000
	N	36	36
Academic achievement	Pearson Correlation	.610**	1
	Sig. (2-tailed)	.000	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

The result of statistical computation above revealed that the value of sig. (2-tailed) is less than the value of 005 ($0.000 < 0.05$). It demonstrates that there is significant relationship between the teacher's classroom management and students' academic achievement in learning English.

Based on the description above, it conveyed that the alternative Hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It also implies that there is significance correlation between teacher's classroom management and students' academic achievement.

4. 2. Discussion

The one can make stronger the fee of this observe the discussion are made primarily based at the result of facts analyses. According to the finding, there was a significant correlation between classroom management toward academic achievement of English subject at SMAN 2 Soppeng.

First, the four levels of classroom management were perceived through the students in varying numbers based on the

score of the questionnaire and test. There were 10 students (27.7%) who scored in the very high cluster, 14 students (39%) whose scored in the high cluster, 8 students (22.2%) who scored in the average cluster, and 4 students who scored in the low cluster (11.1%). In other word, teacher's classroom management at SMAN 2 Soppeng was high enough.

Second, for their academic achievement, 28 students (78%) were in the very good cluster, while 1 student (2.7%) was in good cluster, 2 students (5.5%) were in the enough cluster, and 5 students (13.8%) were in poor cluster. According to the data, the majority of the students were in very good cluster.

Third, Pearson Product Moment Correlation revealed a significant correlation between classroom management and students' academic achievement in English subject at SMAN 2 Soppeng ($r = .610$). This means that classroom management has an impact on students' academic achievement. According to Freiberg (2009) classroom management is directly related to the students learning and academic achievement. Furthermore, Gaga, Scott, Hirm and MacSuga-Gage (2018) stated

that classroom management is directly related to students' academic achievement. It was found that teacher's classroom management is clearly related to students' outcomes.

In short, based on the data analysis researchers determined an enormous correlation among classroom management and students' academic achievement. Subsequently, this has a look at determined there was considerable correlation between teacher's classroom management and students' academic achievement of English subject at SMAN 2 Soppeng student

5. Conclusion

Some conclusions could be drawn from the findings and discussion. First, the correlation coefficient or the *r*-obtained (.610) was greater than the *r*-table (0.329), indicating that the end result indicated that there was a positive and significant correlation between classroom management and academic achievement of English subject at SMAN 2 Soppeng. As a result, if the classroom management improves, the chances of good academic achievement increase. Second, the findings revealed that classroom management had significant influence on academic achievement in the English subject at SMAN 2 Soppeng. It was shown that classroom management gave 37.2% contribution to students' academic achievement.

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