

**THE EFFECTIVE CLASSROOM MANAGEMENT IN  
ENGLISH SUBJECT FOR STUDENTS WITH SPECIAL NEEDS  
IN SMPLB N PURBALINGGA**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S.Pd.)  
Degree**

by

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**PAGE OF APPROVAL**

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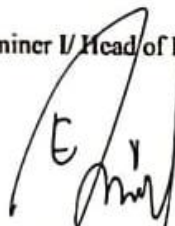
**THE EFFECTIVE CLASSROOM MANAGEMENT IN ENGLISH SUBJECT FOR STUDENTS  
WITH SPECIAL NEEDS IN SMP LB N PURBALINGGA**

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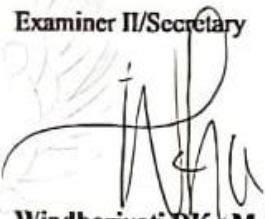
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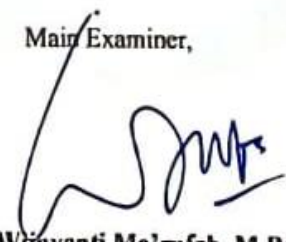
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*Wassalamu'alaikum Wr. Wb.*

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## **MOTTO**

*Keep going till the end, and never look back*

*(Anonymous)*

*“The aim of education should be to teach us rather how to think, than what to think —rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.”*

*–Bill Beattie*





## **DEDICATION**

I dedicate this study for my beloved parent, my father (Rachmat Anggoro) and my mother (Faridatul Bahiro). Thank you for all the prayer and support.

It is for my brothers and sister, Abid Rahmatullah, Muhammad Fadlullah, Al Fikri Rahmatullah, and also Adinda Khairunnisa.

For the most precious person, myself, who has worked hard to complete this thesis.

For all of the people who has support me to finished this thesis.

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This script is the thesis that has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd). Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable.

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Purwokerto, 31 October 2022



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# THE EFFECTIVE CLASSROOM MANAGEMENT IN ENGLISH SUBJECT FOR STUDENTS WITH SPECIAL NEEDS IN SMPLB N PURBALINGGA

Khaulah Mar'atushsholikhah

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**Abstract:** Classroom management is the teacher's ability to create and maintain optimal learning conditions and restore them when error occur. Every child with special needs in the classroom environment has their own learning needs, even though they have same type of disability. The purpose of this research attempt to examine the effective classroom management in English subject for students with special needs in SMPLB N Purbalingga. The subject of this research is teacher who teaches student with special needs, type B (deaf) and type C (ADHD) at SMPLB N Purbalingga. This research used qualitative approach, that presented using qualitative descriptive analysis techniques. In this study by revealing matters relating to teachers' strategies in manage learning in the 7th of SLB N Purbalingga with the various student barriers. observations and interviews were conducted to collect data related to classroom management conducted by teachers for classes B and C. The dataset was analysed by data reduction, data display, drawing conclusions, and data verification. The results showed that knowing the characteristics of student is important factor for implementing management in the classroom. Teachers at SMPLB N Purbalingga apply two main components of classroom management. The first is establishing optimal learning conditions which include; demonstrate responsiveness, attention sharing, concentrate group attention, give student precise instructions, give a reprove, give reinforcement. Second component is creating learning environment return skills connected to the restoration of circumstances, include; modifying student behaviour, group management and problem-solving, and identifying and resolving problematic behaviour.

*Keywords: Classroom management, Special Education, ADHD, Deaf Student*

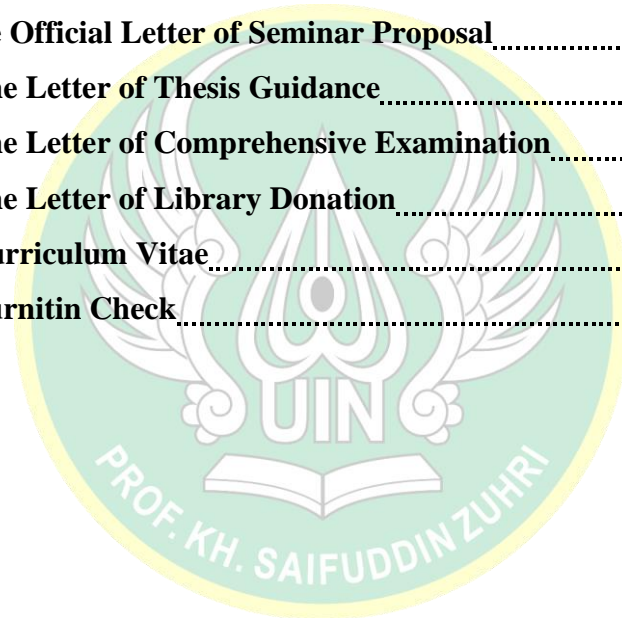
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# CHAPTER I INTRODUCTION

## A. Background of Study

The elaboration of the 1945 Constitution of the Republic of Indonesia that has been carried out by the state for persons with special needs in terms of education for persons with special needs and also regarding the basic policies of the implementation of national education can of course be seen in the fourth paragraph of the Preamble to the 1945 Constitution, which is included in one unified state goal, namely the intellectual life of the nation. This means that the Republic of Indonesia explicitly recognizes the human right to education. Therefore, the state is obliged to carry out national education, which is regulated in Article 31 section (1) and (2) of the 1945 Constitution of the Republic of Indonesia. Article 31 section (1) contains: "*Every citizen has the right to receive education*"; and paragraph 2 contains: "*The government shall endeavour and organize a national teaching system, which is regulated by law*". The provisions of Article 31 section (1) of the 1945 Constitution of the Republic of Indonesia do not limit anyone who gets an education, the most important thing is that they are citizens and domiciled in Indonesia. There are no restrictions on people of the same ability in general as well as for persons with special needs because all of them deserve to receive education and are guaranteed by the state.

Education is one of the rights given to everyone and also to persons with special needs which has been guaranteed by the government as a form of state responsibility. Law Number 20 of 2003 concerning the National Education System already has several related regulations regarding the rights and obligations of persons with special needs. It is explained in Article 5 section (1) that: "*every citizen has the same right to obtain quality education*". Article 5 section (2) that: "*all citizens with physical, emotional, mental, intellectual, or social special needs are entitled to special education*".<sup>1</sup> The government

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<sup>1</sup> Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional

regulate that people with special needs are entitled to formal extraordinary education consisting of general education, vocational education, religious education, academic education and professional education.<sup>2</sup> The right to education for special needs is considered by the state as one of the responsibilities to provide educational facilities for all its people, without discrimination or exclusion of a particular community group. The existence of special schools as basic services so that students with special needs receive different types of education, different strategies according to their respective barriers.

Students with special needs usually attend Special Schools (SLB) according to their respective specialties. SLB section A for the blind, SLB section B for the deaf, SLB section C for the mentally retarded, SLB section D for the physically disabled, SLB section E for the visually impaired and SLB section G for multiple disabilities.<sup>3</sup> In developing the potential of students, of course, various components are needed which are then within the scope of the school. School is a place where teaching and learning activities take place. Learning activities in schools will not run smoothly if the existing educational components do not meet. For example, education will not run if there are students but no educators, the learning process will not take place if there is no clear material, educators cannot transfer their knowledge if there are no students, and the learning process will not run optimally if there are no students supported by adequate facilities. This is because an educational institution is a system whose components are interconnected with each other.

As a learning manager, the teacher is responsible for creating a pleasant learning environment for students. The learning environment is regulated and supervised so that learning activities are directed at the educational goals that have been set. Classroom management is the teacher's ability to create and maintain optimal learning conditions and restore them when errors occur. As

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<sup>2</sup> Undang-Undang Republik Indonesia Nomor 2 Tahun 1989 tentang Sistem Pendidikan Nasional

<sup>3</sup> Nandiyah Abdullah, "Mengenal Anak Berkebutuhan Khusus," *Magistra* 86, no. 15 (December 2013): 11.

the main key bearer of learning, the teacher must be able to supervise the class effectively.<sup>4</sup> The teacher's responsibility is not only to make lesson plans, present information, and provide value to students, but also to instil value in students by establishing an effective learning environment. An effective learning environment determines the extent to which teachers can create a good learning climate. A good environment challenges and stimulates students to learn, providing a sense of security and satisfaction in achieving goals.

Every child with special needs in the classroom environment has their own learning needs, that is, every child is different even though they have the same type of disability. Learning needs can vary, for example a child with ADHD will be able to write fluently without help while other students need help and direction from the teacher. This makes it difficult for teachers to balance the different learning needs of children with special needs. Therefore, it is very necessary for good classroom management so that students' learning needs can be met according to the abilities of each individual.

SLB N Purbalingga is a state-based special educational facility that is directly supervised by the Ministry of Education and Culture of the Republic of Indonesia and is the only one in the Banyumas and Purbalingga areas. In Purbalingga State, SLB has three levels of education, starting from elementary, junior high, and high school. This school uses a 2013 special education curriculum with 197 male students, 172 female students, and 46 teachers, with 45 study groups. This school facilitates education with special needs types A (blind), B (deaf), C (mentally disabled), C1, D (physical disability), D1, E (unable to socialize), and G (multiple disabilities).<sup>5</sup> This educational facility provides teaching for various barriers, although by grouping students according to their respective learning barriers, it is not easy to condition students with

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<sup>4</sup> Colin Smith and Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, 2nd ed (London; New York: Routledge, 1993).

<sup>5</sup> "Data Pokok Pendidikan Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar Dan Pendidikan Menengah (SLB N PURBALINGGA)," accessed October 19, 2022, <https://dapo.kemdikbud.go.id/sekolah>.

different barriers to remain under the same school roof.<sup>6</sup> School facilities that accommodate students with a variety of different barriers, forming a healthy social environment for students with special needs. Students will not feel isolated and will feel more confident even with the obstacles they have. Feeling ostracized and ignored by the surrounding environment is a serious problem faced by students with special needs, thus preventing them from exploring their abilities and talents. A heterogeneous school environment will train students to socialize with others, both among peers and teachers and parents.

Research on classroom management for students with disabilities has also been conducted by Mills- Robertson Kakra., thesis published in the University of Education Winneba repository entitled “*Classroom Management Approaches for Teaching Children with Disabilities in Selected Special Schools*”. In this study, the researchers the classroom management approaches for teaching children with disabilities focus on special schools in Ghana. This study employed a qualitative approach, and the finding of the research indicated that, to ensure that children with disabilities exhibit positive behaviors, teachers have to adapt strategies that would suit the learning needs of every individual in the classroom setting. It also revealed that, learning materials are important because they can significantly increase student achievement by supporting student learning. According to the findings, even though teachers are able to break down tasks into smaller steps for effective teaching and learning to take place, there are challenges faced by the teachers with the increasing number of children with disabilities admitted to special schools. Finally, it has been revealed that in order for teachers to effectively use classroom management approaches for teaching children with disabilities, they have to use the appropriate classroom management approach that would suit the learning needs of each and every child in the classroom environment and also teachers should manage good and bad behaviors by using the appropriate teaching and learning materials that best suit the need of every student in the classroom. Meanwhile,

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<sup>6</sup> Based on interview with Mrs. Aulia Annastasya, S. Pd, November 2021

in this study attempt to examine how the teacher's strategy in managing English classes on different barriers, in type B and type C disabilities for junior high school level in Purbalingga. This study presents a variety of teacher strategies that are applied in the classroom, so that teachers can optimize the English skill potentials of students according to their needs.

This is the background of the need to conduct classroom management research on students with special needs to find out how teachers manage classes for students with special needs and in this study the focus is on classroom management for students with special needs for students with deafness (class B) and ADHD (class C). The two classes chosen were a comparison of how teachers deal with students with ADHD, who tend to be hyperactive, compared to how teachers deal with passive students in class B with the deaf students. This school was used as a research location because SLB N Purbalingga is the only state-based special school that can facilitate students with diverse needs in one institution. This is what underlies to conduct a study entitled *“Classroom Management in English Subject for Students with Special Needs in SMPLB N Purbalingga”*.

## **B. Conceptual Definition**

### **1. Teacher's Skill**

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary and secondary education.<sup>7</sup> The teacher is the person who must be able to direct the learning process gradually from beginning to end of activity. With the design, students will pass the culmination stage, a stage that allows each student to know their learning progress.<sup>8</sup>

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<sup>7</sup> Undang-Undang Guru dan Dosen Nomor 14 Tahun 2005

<sup>8</sup> Chris Kyriacou, *Essential Teaching Skills*, Fifth Edition (Oxford University Press, 2018), <https://books.google.co.id>.



## 2. Classroom Management

Classroom management is a teacher's ability to create and maintain optimal learning conditions, as well as restore them when things go wrong. As the primary key bearer of learning, the teacher must be able to effectively supervise the class. The teacher's responsibility is not just to create lesson plans, present information, and provide value to students, but also to instil values in their students.<sup>9</sup>

## 3. Student with Special Needs

According to United Nations Resolution No. 61/106 dated December 13, 2006, a person with a disability is any person who is unable to guarantee by himself, in whole or in part, normal individual needs and/or social life, as a result of their disability, whether congenital or not, in terms of their physical or mental abilities.

## 4. English for Disabilities

The design of learning English for children with special needs is designed based on an analysis of their learning needs and barriers.<sup>10</sup> By determining the right learning design, the learning process will be more directed and the learning objectives can be achieved properly. English teacher, must be able to know the goals or targets of learning English that will be given to students with special needs.<sup>11</sup>

### C. Research Question

Based on the research background above, the research questions in this research are:

How does the teacher manage the classroom for class B (Deafness) and class C (ADHD) in English subject at SMPLB N Purbalingga?

<sup>9</sup> Colin Smith and Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, 2nd ed (London; New York: Routledge, 1993).

<sup>10</sup> Alejandro Lorenzo-Lledó et al., "Inclusive Methodologies from the Teaching Perspective for Improving Performance in University Students with Disabilities," *Journal of Technology and Science Education* 10, no. 1 (February 25, 2020): 127

<sup>11</sup> Megan Apitz et al., "Planning Lessons for Students with Significant Disabilities in High School English Classes," *TEACHING Exceptional Children* 49, no. 3 (January 2017): 168–74

## **D. The Objective and Significant of The Research**

### **1. The Objective of The Research**

To analyse the Classroom Management in English Subject for Students with Special Needs in SMPLB N Purbalingga.

### **2. Benefit of The Research**

#### **a. Theoretical Benefit**

- 1) This study can be used as a reference on strategies for managing classes for students with disabilities.
- 2) This study can give knowledge and information about the implementation of blended learning in special school.

#### **b. Practical Benefit**

- 1) For researchers, this is a valuable opportunity to explore and explore strategies for managing classes with students with special needs.
- 2) For English teachers in Special School, this needs to be considered when managing a classroom in students with special needs.
- 3) For further research, this is useful as an illustration of classroom management carried out by teachers at SLB N Purbalingga, especially for the 7th grade SMPLB, and can also be a comparison for similar research topics.

## **E. Systematic Discussion**

The following is the research's structure:

This study is begun by cover, a page of thesis title, a Statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgments, abstract and keywords, table of content, list of tables, list of an appendix of the research.

The main parts of this research consist of:

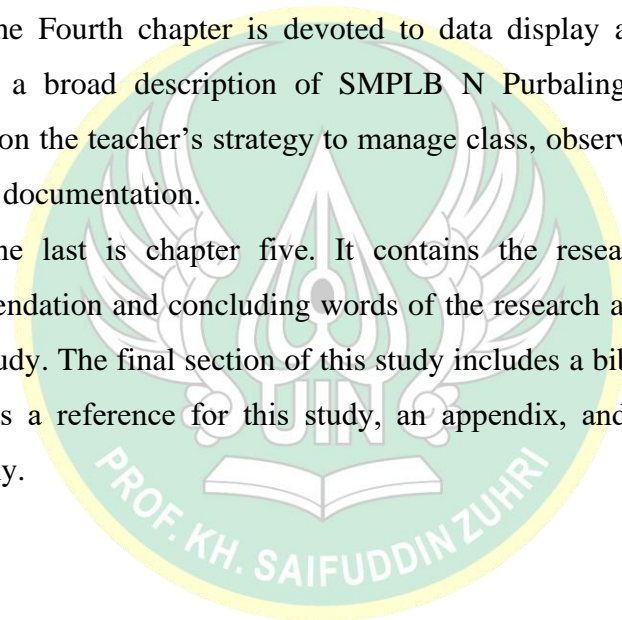
The first chapter serves an introduction. This chapter discusses the problem's background, research questions, objectives and significances, systematic discussion, review of relevant studies, and structure of the research.

The second chapter is a literature review, review of relevant studies. An overview of relevant theories and studies about teachers' skill in managing English class for students with special needs.

The third chapter is a research methodology. It explains the sort of research, data sources, techniques of data collection, and data analysis strategies used in the study.

The Fourth chapter is devoted to data display and discussion. It includes a broad description of SMPLB N Purbalingga, an interview description the teacher's strategy to manage class, observation results, and data and documentation.

The last is chapter five. It contains the research's conclusion, recommendation and concluding words of the research and also limitation of the study. The final section of this study includes a bibliography, which served as a reference for this study, an appendix, and the researcher's biography.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Classroom Management**

##### **1. Definition of Classroom Management**

Classroom is a social environment for children/students where there is a process of interaction among students and between students and teachers.<sup>12</sup> The classroom is not only the place that gathers students, but it is also a social team, as a mean of discipline, and teaching methodology. In general, inside a classroom many strong bonds are created, bonds of solidarity, bonds of support, bonds of mutual respect, and last but not least bonds of love.<sup>13</sup>

Management is the substance of managing.<sup>14</sup> Management activities are, of course, based on established planning and have goals that must be met. Compiling a strategy must be modified to available material sources in order to attain the greatest goal.<sup>15</sup> Management is defined as an action that begins with data collection and progresses via planning, organizing, executing, monitoring, and evaluating. It is also noted that management generates something, and that something may be a source of additional progress and improvement in management. Thus, based on the preceding, management can be defined as an attempt to lead and give guidance through the planning, organizing, mobilizing, and monitoring processes in order to achieve specific goals while making the greatest use of available resources.

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<sup>12</sup> Colin Smith and Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, 2nd ed (London; New York: Routledge, 1993).

<sup>13</sup> Edward J. Sabornie and Dorothy L. Espelage, *Handbook of Classroom Management*, 3rd ed. (New York: Routledge, 2022).

<sup>14</sup> Jim Walters and Shelly Frei, *Managing Classroom Behavior and Discipline*, Practical Strategies for Successful Classrooms (Huntington Beach, CA: Shell Education, 2007).

<sup>15</sup> Iswan Iswan et al., "The Effect of Classroom Management Implementation on Students' Achievement," *Universal Journal of Educational Research* 8, no. 11C (November 2020): 136–48.

Classroom management is a teacher's ability to create and maintain optimal learning conditions, as well as restore them when things go wrong.<sup>16</sup> As the primary key bearer of learning, the teacher must be able to effectively supervise the class. The teacher's responsibility is not just to create lesson plans, present information, and provide value to students, but also to instil values in their students.

Classroom management also includes providing pupils with suitable and effective instruction. Where the teacher can direct students to complete a task or practice excellent classroom behaviours. Effective instruction can be defined as the collective use of teacher instructional practices that maximize the probability of student success. Good teachers are those who consistently engage in teaching practices that have a high probability of achieving the intended result. In this manner, good teaching begets student success, and success begets additional successes. This all begins with a teacher designing instruction to make the student successful.<sup>17</sup>

Effective instruction plays a critical role in fostering what is typically considered classroom management.<sup>18</sup> Some argue that attempting to control others is unethical and counterproductive to authentic learning. For purposes of classroom management, the term "control" simply means predictability. Providing students with opportunities to succeed, even during purely academic instruction, greatly improves their behaviour. The components of classroom management skills include:<sup>19</sup>

a. Formation of optimal learning conditions:

- 1) Demonstrate responsiveness. Responding to numerous events in the classroom, particularly student conduct, can shape students to learn.

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<sup>16</sup> Smith and Laslett, *Effective Classroom Management*.

<sup>17</sup> Edward J. Sabornie and Dorothy L. Espelage, *Handbook of Classroom Management*, 3rd ed. (New York: Routledge, 2022)

<sup>18</sup> Azlin Norhaini Mansor et al., "Effective Classroom Management," *International Education Studies* 5, no. 5 (July 31, 2012): p35

<sup>19</sup> Smith and Laslett, *Effective Classroom Management*.



- 2) Attention sharing. The teacher's attention, both verbal and visual, must be distributed equitably among the students. Students' jealousy over the teacher's imbalanced attention might interfere with the formation of ideal learning settings, so do not let it happen that some students get too much attention while others feel they aren't being cared for.
- 3) Concentrate group attention. When teaching in small groups in the classroom, special attention must be devoted to the group.
- 4) Give students precise instructions. Instructions should be as explicit as possible, even if they are brief. As a result, the language utilized should be understandable to kids.
- 5) Give a reprove. When students disrupt the class, group, or individual, the teacher should reprimand them. Disciplinary measures should only be addressed towards individuals who are irresponsible or disruptive, not at those who are innocent.
- 6) Give reinforcement. When given intensively, reinforcement may also operate as the establishment of ideal learning circumstances.

From the explanation of the theory above, it can be seen that to form optimal classroom conditions, the teacher needs to carry out six components in learning activities: showing responsiveness, dividing attention, focusing group attention, giving clear instructions, giving warnings, and also providing reinforcement. Teachers need to modify behaviour when learning in the classroom so that it can run smoothly and optimally. Building optimal learning conditions involves creating a fun and comfortable learning atmosphere, implementing relaxed learning that is still active, and having a teacher who is enthusiastic when teaching.

b. Creating learning environment return skills connected to the restoration of circumstances in order for students to learn optimally include:<sup>20</sup>

- 1) Modifying student conduct. When a teacher evaluates a student's deviant conduct, it can be adjusted in a positive manner.
- 2) Group management and problem-solving. To handle classroom management issues, teachers might employ a group problem-solving strategy.
- 3) Identifying and resolving problematic conduct; then, the problem should be resolved, and the instructor should endeavour not to repeat the problem in the classroom.

Unwanted behaviours are the result of poor classroom management.<sup>21</sup> A successful teacher should employ tactics for problem avoidance and resolution throughout the school year. There are some factors associated with the term classroom management.<sup>22</sup> Effective schools are those that have a vision and mission, a safe atmosphere, a pluralistic perspective, high expectations for all students, and healthy interactions between instructors and students. Children's disruptive behaviours may be exacerbated by a poor classroom atmosphere, posing a threat to the educational environment. An effective teacher is one who has a positive attitude and communicates well with kids. Teachers' management skills are mostly helpful in preventing unwanted behaviours.

Teaching should be considered as art, and all teachers' talents should be used throughout the teaching process.<sup>23</sup> Some specific knowledge or

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<sup>20</sup> Colin Smith and Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, 2nd ed (London ; New York: Routledge, 1993).

<sup>21</sup> Aikaterini Vairamidou and Pela Stravakou, "Classroom Management in Primary and Secondary Education Literature Review," *JOURNAL OF EDUCATION AND HUMAN DEVELOPMENT* 8, no. 2 (2019)

<sup>22</sup> Edward J. Sabornie and Dorothy L. Espelage, *Handbook of Classroom Management*, 3rd ed. (New York: Routledge, 2022)

<sup>23</sup> Sufian Abu-Rmaileh, Aymen Elsheikh, and Suhair Al Alami, "Motivation and Classroom Management: Theory, Practice, and Implications," 2017, 9.

strengths a teacher may have in a certain subject such as Science, English, Math etc. could be incorporated in the lesson. In order for teaching to be effective children should be active listeners who know their rights and responsibilities and understand consequences when there is unwanted behaviour. Teachers should be effective managers and apply properly all the communication messages through different directions and provide proper feedback. Relations between teachers and students should be based on mutual esteem, respect and trust. Discipline should never be connected to punishment, but to children's socialization.

## **2. Classroom Management as Teacher Competence**

The essential teaching skills involved in contributing to successful classroom practice can be identified and described as follows:<sup>24</sup>

- a. Planning and preparation: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.
- b. Lesson presentation: the skills involved in successfully engaging students in the learning experience, particularly in relation to the quality of instructions.
- c. Lesson management: the skills involved in managing and organising the learning activities taking place during the lesson to maintain students' attention, interest, and involvement.
- d. Classroom climate: the skills involved in establishing and maintaining positive attitudes and motivation by students towards the lesson.
- e. Behaviour management: the skills involved in maintaining good order and dealing with any student mis behaviour that occurs.
- f. Assessing students' progress: the skills involved in assessing students' progress, covering both formative and summative.

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<sup>24</sup> Kyriacou, *Essential Teaching Skills*.

- g. Reflection: the skills involved in evaluating current teaching practice to improve future practice, including mentoring, and being mentored by others effectively.
- h. Self-management: the skills involved in managing one's time efficiently and in dealing effectively with challenges, pressure and stress.

As shown in Kiriakou's book, the ability to manage classrooms is one of the competencies that teachers must acquire. Starting with learning management, where teachers have the ability to shape and control learning activities in the classroom, how teachers can hold students' attention, create enthusiasm in learning, and how teachers can completely engage students in learning. Aside from that, teacher abilities are required in order to maintain a positive attitude and sustain motivation to learn in the classroom. If the teacher is able to maintain a nice classroom environment, how can the teacher turn this attitude into a good habit that run consistently.

Improving classroom performance requires gathering and enhancing knowledge on classroom-specific occurrences. Teachers who are new to the industry and those who have developed their professional skills have significantly different understanding of classroom occurrences. Effective classroom management requires ongoing event awareness, understanding of who needs attention, and knowledge of how to respond and react.<sup>25</sup> . Mitchell et al. advocate for the use of professional classroom coaching, which gives direct, live, and comprehensive help and feedback to instructors in the classroom.<sup>26</sup>

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<sup>25</sup> Charlotte E. Wolff, Halszka Jarodzka, and Henny P. A. Boshuizen, "Classroom Management Scripts: A Theoretical Model Contrasting Expert and Novice Teachers' Knowledge and Awareness of Classroom Events," *Educational Psychology Review* 33, no. 1 (March 2021): 131–48,.

<sup>26</sup> Mitchell, B. S., Hirn, R. G., and Lewis, T. J., "Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior." 40(2), no. Teacher Education and Special Education (2017): 140–53.

Teachers at all levels admit to feeling incompetent when it comes to dealing with and responding to students' problematic classroom behaviour. The more serious the student misbehaving in the classroom, the more complete the preparation and coaching in effective classroom management for educators is required before and during actual teaching experiences. It seems likely that higher education will not be able to educate all pre-service teachers with the knowledge they need to become great classroom managers. Lectures, readings, classroom practicing activities, and actual classroom teaching experiences are used to train preservice teachers.

### **3. Classroom Management for Students with Special Needs**

Every child with special needs in the classroom environment has their own learning needs, that is, every child is different even though they have the same type of disability. Learning needs can vary, for example a child with ADHD will be able to write fluently without help while other students need help and direction from the teacher. This makes it difficult for teachers to balance the different learning needs of children with special needs. Therefore, it is very necessary for good classroom management so that students' learning needs can be met according to the abilities of each individual.

The teacher's knowledge about student barriers is the most important in conducting classroom management, prior observation is needed before implementing activities in the classroom. Adapting activities to the character of each student is very important, from observations it can be determined how to carry out effective communication with students, how to do effective reinforcement for students, and how to deal with deviant attitudes in the classroom, when the teacher gives a light warning and when the teacher harshly rebuked. Through observation, teachers can also apply good habit management in the classroom. How does the teacher give understanding in students about habituation attitudes that they must do every day. Giving direct examples is the most effective thing for students to



imitate this behaviour, for example if you want students to have a greeting and polite attitude, the teacher must give an example of how greeting and polite attitude itself is.

## **B. Students with Special Needs**

The term *special needs* are generally used to include both the child with developmental disabilities and the child who is gifted. Persons with disabilities are people who have physical, mental, intellectual or sensory limitations in the long term who in interacting with the environment and attitudes of the community may encounter obstacles that make it difficult to participate fully and effectively on the basis of equal rights.<sup>27</sup> According to United Nations Resolution No. 61/106 dated December 13, 2006, a person with a disability is any person who is unable to guarantee by himself, in whole or in part, normal individual needs and/or social life, as a result of their disability, whether congenital or not, in terms of his physical or mental abilities.

Based on this understanding, it can be interpreted that persons with disabilities are individuals who have physical, mental, intellectual and sensory limitations that are congenital or not, causing the cause to inhibit all or part of normal individual needs or social life in full and complete according to the basis of equality right.

In general, disability or disorder is produced by two variables: genetic or congenital factors, and illness or accident factors. Genetic illnesses or chromosomal abnormalities inherited from both parents, as well as the mother's health throughout pregnancy and childbirth, are all examples of genetic influences. While sickness causes such as high fever (step) when the kid was young and not appropriately handled caused the child to suffer convulsions and resulted in the destruction of nerve tissue cells in the brain. This is extremely harmful to children's intelligence.

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<sup>27</sup> Undang-Undang Nomor 19 Tahun 2011 Tentang Pengesahan Hak-Hak Penyandang Disabilitas



The following are the usual groupings or categories of exceptional children;<sup>28</sup> intellectual differences, including children who are intellectually superior (gifted) and children who are slow to learn (have intellectual and developmental disabilities), communication differences, such as children with learning disabilities, speech and language disabilities, or autism sensory differences, such as children with auditory or visual impairments, behavioural differences, such as children who are emotionally disturbed or socially maladjusted multiple and severe handicapping conditions, such as children with combinations of impairments (such as cerebral palsy and mental retardation, or deafness and blindness), physical differences, including children with non-sensory impairments that impede mobility and physical vitality

Classification of children with disabilities if it is associated with the interests of education, especially in Indonesia, the above forms of disorders can be simplified as follows.<sup>29</sup>

**Table 2.1 Type of Disabilities**

<b>Classification</b>	<b>Type of disabilities</b>
Type A	Blind students
Type B	Deaf students
Type C	Mentally disabled students
Type D	Physically disabled students
Type E	Unsociable students
Type F	Students with above average/superior abilities.
Type G	Students with the multiple disabilities

<sup>28</sup> Kirk, S., Gallagher, J. J., & Coleman, M. R. (2014). *Educating exceptional children*. Cengage Learning. *Page 6*

<sup>29</sup> Abdullah, "Mengenal Anak Berkebutuhan Khusus."

## 1. Teaching Student with ADHD

ADHD is an abbreviation for Attention Deficit Hyperactivity Disorder. It is commonly used to characterize children who exhibit three sorts of problems: hyperactivity, impulsive conduct, and difficulties paying attention/concentration. Children with ADHD typically struggle to be welcomed into school since they are hyperactive and impulsive. They frequently have difficulties interacting with other youngsters. If they do not receive the necessary assistance, these challenges may worsen as they get older. Some youngsters with focus attention issues are not usually very busy or impulsive. These youngsters are diagnosed with attention deficit disorder (ADD). ADD is easier to treat than ADHD since children with ADD are usually calm and daydreaming is not bothersome.

Attention Deficit Hyperactivity Disorder (ADHD) can be concluded "as an activity and attention disorder (hyperkinetic disorder) is a psychiatric disorder that is quite commonly found with the main symptoms of inattention (lack of attention), hyperactivity, and impulsivity (acting without thinking) that are inconsistent with the level of development of children, adolescents, or adults." Children with ADHD are often misinterpreted in the sense that ADHD children are often considered the same as children who have almost the same character, for example, equating them with active, super-active, autistic, naughty children, etc.

Children with ADHD should confront immediate repercussions for their actions.<sup>30</sup> Long-term goals that are accessible to everyone, such as obtaining an excellent long-term final report, are unlikely to drive them. Immediate, consistent, and tangible rewards, such as those mentioned above, are required for a behavioural system to function. The ADHD child has difficulty projecting into the future and has no true connection

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<sup>30</sup> Mirnawati, M., and Amka, A., *Pendidikan Anak ADHD (Attention Deficit Hyperactivity Disorder)*, 1st ed. (Yogyakarta: Deepublish, 2019).

to the past. It was actually history whenever the moment passed; this is one of the reasons why children with ADHD suffer to accept responsibility for their behaviour.

Self-motivation is hard to find in some children with ADHD, but most will strive to achieve something. Involving ADHD children in making decisions about what rewards they want to receive is one way to ensure that motivation arises in them. Schools have an important role in developing children's social skills. For many people, the main fun factor in going to school is seeing their friends. Therefore, big problems are likely to arise if they have difficulty making friends with other children. Schools have an important role in developing children's social skills that children need to become friends with each other.

For students with ADHD, the teacher's full and complete role is necessary to help them develop their own motivation to learn.<sup>31</sup> Due to focus issues, students with ADHD often struggle to accept and understand the material offered. The ideal teacher for ADHD students is therefore one who can accept their full presence and who achieves the ideal criteria of having sufficient knowledge of pupils. Learning-capable teachers modify their teaching methods according to the students' diverse interests and abilities. In order to manage students with ADHD, teachers must maintain self-control and a positive outlook at all times. This will allow them to identify when to act and prevent student behaviour from escalating. For students with ADHD, the teacher's full and complete role is necessary to help them develop their own motivation to learn. Due to focus issues, students with ADHD often struggle to accept and understand the material offered. The ideal teacher for ADHD children is therefore one who can accept their full presence and who meets the ideal criterion of having sufficient knowledge of pupils. Learning-capable teachers adjust their teaching methods to the students' varied interests and

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<sup>31</sup> I. M. Loe and H. M. Feldman, "Academic and Educational Outcomes of Children With ADHD," *Journal of Pediatric Psychology* 32, no. 6 (May 28, 2007): 643–54.

abilities. In order to manage kids with ADHD, teachers must maintain composure and a positive outlook at all times. This will allow them to recognise when to act and prevent student behaviour from escalating.

American Psychiatric Association. (2004). DSM IV T-R, there are 3 main characteristics of ADHD disorders<sup>32</sup>, namely:

1) Inattention (difficulty paying attention)

ADHD child who has difficulty paying close attention to detail or makes reckless mistakes in the child's whims. They often lose important items/objects for tasks and activities, for example, loss of permanent, missing schoolwork; lost pencils, books, and tools. They often do not listen when spoken to directly and fail to follow instructions.

2) Impulsivity (difficulty resisting urges)

They are often agitated with their hands or feet and often squirm in a chair, leaves seat in class or in other situations where it is expected that the child remains seated, runs around or climbs excessively in situations where this is inappropriate.

3) Hyperactivity (difficulty controlling movement)

Children with ADHD often answer questions with irrelevant and irrational answers, they are also very difficult to wait their turn and often interrupt others.

Some ADHD children show conditions that improve when they enter their teens, although it cannot be denied that there are also ADHD children who have problems that continue into adolescence and beyond. About two in five children with ADHD experience this difficulty by age 18. The main symptoms of ADHD, such as attention difficulties, may increase with age; behavioural problems such as disobedience or aggression become worse if children do not receive treatment.

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<sup>32</sup> Kirk, S., Gallagher, J. J., & Coleman, M. R. (2014). *Educating exceptional children*. Cengage Learning. page 115-116

Research has found that boys who are hyperactive and aggressive tend to be unpopular with other kids. It is therefore very important for children to receive help as early as possible to prevent them from developing other maladaptive behavioural problems. It is important to remember that 30–40% of children with ADHD do well as adults, and this percentage can be increased if the child with ADHD is given the right help. But children with ADHD become antisocial or aggressive at school because they receive treatment and assistance that is inappropriate or inappropriate for their needs, putting them at greater risk of problems as adults. The role of family and school becomes very important in providing help or support to children with ADHD.

## 2. Teaching Deaf Student

Children who are deaf are those who have hearing impairments, meaning they cannot hear noises well or even at all. It is thought that no human being is completely deaf. Even though they are very small, the deaf children still have some hearing that can be improved. There are various definitions of the deaf, particularly in terms of how they are defined, depending on the preferences and interests of each individual. According to one explanation, it refers to a person who is completely deaf despite having the sense of touch, which makes them sensitive to vibrations and the capacity to translate those vibrations into sounds.

Someone who is not or less able to hear sounds is said to be deaf. Deafness is divided into two categories, namely deaf or hard of hearing.<sup>33</sup> A child whose sense of hearing has been damaged to such a severe level that it is no longer functioning. A child with hearing loss whose sense of hearing is damaged but can still function can hear, either with or without using a hearing aid.

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<sup>33</sup> Samuel A. Kirk, James Gallagher, and Mary Ruth Coleman, *Educating Exceptional Children*, 12th ed (Boston, MA: Houghton Mifflin, 2008).



Deafness is a general term that indicates hearing difficulties ranging from mild to severe, classified into deaf and hard of hearing.<sup>34</sup> Deaf people are those who have lost the ability to hear, so that they suffer from the process of language information through hearing, whether they use or not use hearing aids, where the hearing limit they have is sufficient to allow the success of the process of language information through hearing. Hearing impairment can be interpreted as the condition of an individual who has damage to the sense of hearing so that he cannot catch various sound stimuli or other stimuli through hearing.<sup>35</sup>

Some of the definitions of deafness above are complex definitions, so it can be concluded that a deaf child is a child who has a hearing impairment, either in its entirety or still has residual hearing. Even though deaf children have been given hearing aids, deaf children still need special education services.

English or Bahasa are not taught to deaf students as their first language, sign language is their native tongue.<sup>36</sup> Communication between hearing peers who do not comprehend any sign language and deaf kids becomes challenging. Deaf children therefore require a variety of communication techniques to engage in ordinary discussion with their hearing peers.

Teaching spoken language for deaf students can be mediated by lip-reading. Lip-reading means understanding what people say by watching the movement of their lips.<sup>37</sup> Deaf students use sign language as their first language, while hearing students use their native language. Different stages in acquiring language include gesture and syllabic manual

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<sup>34</sup> Kirk, Gallagher, and Coleman.

<sup>35</sup> Sugeng Susilo Adi, Frida Unsiah, and Darin Fadhilah, "Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools" 5, no. 12 (2017): 16.

<sup>36</sup> Humphries, Tom et al., "Ensuring Language Acquisition for Deaf Children: What Linguists Can Do," *Language*, 2 (2014).

<sup>37</sup> Bowe, Frank. (1998). *Language Development in Deaf Children*. *Journal of Deaf Studies and Deaf Education* 3 (1), 73-77.



babbling and hearing infants use spoken language. Late language acquisition is the biggest obstacle deaf students face in learning to read.

Teaching deaf students is also a challenge for a teacher, maybe they are not limited in intellectual intelligence but there are obstacles in communicating, they cannot understand spoken language but some are unable to understand or communicate fluently using sign language. Although teachers communicate with students using sign language, not all of them can understand, so it is not uncommon for teachers to use a combination of spoken language and sign language so that they can read lips and at the same time understand the sign language used by the teacher.

Physical characteristics of deaf children do not have distinctive characteristics, because physically deaf children do not experience visible disturbances. As a result of their deafness, deaf children have distinctive characteristics in different terms. Characteristic of deafness in terms of: intelligence, language and speech, emotional, and social.<sup>38</sup>

#### 1) Characteristics in terms of intelligence

The intelligence of deaf children is not different from that of normal children; it ranges from high, average, and low. In general, children with hearing loss have normal or average intelligence. The achievement of deaf children is often lower than the achievement of normal children because it is influenced by the ability of deaf children to understand verbal lessons. However, for lessons that are not verbalized, deaf children have the same rapid development as normal children. The low achievement of deaf children is not due to low intelligence but because deaf children cannot maximize their intelligence. Aspects of intelligence originating from verbal language are often low, but aspects of intelligence originating from vision and motor skills will develop rapidly.

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<sup>38</sup> Kirk, Gallagher, and Coleman, *Educating Exceptional Children*.

## 2) Characteristics in terms of language and speech

The ability of deaf children to speak and speak is different from normal children in general because these abilities are closely related to the ability to hear. Because deaf children cannot hear language, deaf children experience difficulties in communicating. Language is a person's main tool and means of communication. Children who are deaf will be left behind in reading, writing, and speaking, so children who are deaf will be left behind in these three important aspects. Deaf children need special handling and an intensive language environment that can improve their language skills. The speaking ability of deaf children is also influenced by the language skills they possess. The ability to speak in deaf children will develop by itself, but requires continuous effort and professional training and guidance. In this way, many of them cannot speak like normal children. Both their voices, rhythm and voice pressure sound monotonous, different from normal children.

## 3) Characteristics in terms of emotional and social

Deafness can cause alienation from the environment. This alienation will cause several negative effects, such as: egocentrism that exceeds normal children; feelings of fear of the wider environment; dependence on others; their attention is more difficult to divert; they generally have an innocent nature and do not have many problems; and they are more easily angered and angry quickly offended.

### a) Egocentrism that exceeds normal children

This trait is caused by deaf children's having a small world due to interaction with the narrow surrounding environment. Due to hearing loss, deaf children can only see the world around them by sight. Sight only sees what is in front of it, while hearing can hear the surroundings. Because deaf children learn about their surroundings using their eyes, there

will be a great curiosity, as if they are thirsty to see, and this will increase their egocentrism.

b) Have a feeling of fear of the wider environment

The feeling of fear that afflicts deaf children is often caused by a lack of mastery of the environment associated with low language skills. The situation becomes unclear because the deaf child is not able to unite and master a good situation.

c) Dependence on others

The attitude of dependence on others or on what they already know well, is a sign that they are desperate and always seek help and rely on others.

### C. Review of the Relevant Studies

There are some previous studies that relate with the topic, those are:

First research is written by Mills- Robertson Kakra., thesis published in the University of Education Winneba repository entitled “*Classroom Management Approaches for Teaching Children with Disabilities in Selected Special Schools*”. In this study, the researchers the classroom management approaches for teaching children with disabilities in selected special schools in Ghana. This study employed a qualitative approach, and the finding of the research indicated that, to ensure that children with disabilities exhibit positive behaviours, teachers have to adapt strategies that would suit the learning needs of every individual in the classroom setting. It also revealed that, learning materials are important because they can significantly increase student achievement by supporting student learning. According to the findings, even though teachers are able to break down tasks into smaller steps for effective teaching and learning to take place, there are challenges faced by the teachers with the increasing number of children with disabilities admitted to special schools. Finally, it has been revealed that in order for teachers to effectively use classroom management approaches for teaching children with disabilities, they have to use the appropriate classroom

management approach that would suit the learning needs of each and every child in the classroom environment and also teachers should manage good and bad behaviours by using the appropriate teaching and learning materials that best suit the need of every student in the classroom. Meanwhile, while in this study examines how the teacher's strategy in managing English classes on different barriers, in type B and type C disabilities for junior high school level. Thus, this study presents a variety of teacher strategies that are applied in the classroom, so that teachers can optimize the English skill potentials of students according to their needs.

The second is a study written by Alejandro Lorenzo-Ledo *et.al*. This study entitled "*Inclusive Methodologies from The Teaching Perspective for Improving Performance in University Students with Disabilities*" which discusses one of the challenges posed by the European framework for higher education is developing quality and accessible university education to reduce the situation of exclusion of students with disabilities. In this regard, it is important to reduce the gap that exists in the academic performance of this group with respect to other students. The general objective of this study is to analyses the application of inclusive methodology to students with disabilities from a teaching perspective. The methodology adopted was quantitative non-experimental with a sample of teachers from the University of Alicante who had taught students with disabilities and who responded to an ad hoc designed questionnaire of 51 items. The results obtained indicate that teachers often use teaching aids and use the same material both in theory and practice. Regarding perception, the teacher assumes that students with disabilities should acquire the same skills as other classmates and it is not difficult for them to teach them. Furthermore, the results of the study showed significant differences in perceptions according to the professional category and the branch of teacher knowledge. From the foregoing, it can be concluded that, despite the positive changes felt in teaching methodologies, it is necessary to continue to make progress in improving teaching practices and the quality of education that facilitates conditions of academic

performance of persons with disabilities in Spanish universities. The research focuses on the application of inclusive methods to students with disabilities which unites normal students with students with disabilities in one class and obtains the same learning. Meanwhile, this research only focuses on special education where students with disabilities get special and exclusive education according to their hindrance.

The third study is a by Mercedes Nana Konadu Gyasi *et.al*. This study entitled " *Teachers' Knowledge of Special Educational Needs and Disability Students and Their Classroom Management Approaches* " which discusses the level of teachers' knowledge of special educational needs and disability students and their classroom management procedures and strategies. The study adopted qualitative paradigm and a descriptive approach to gather data and were thematically analysed. The findings showed that teachers' knowledge of special educational needs and disability students was very limited. It revealed teachers' lack of in-depth knowledge of inclusivity, enacted and operational policies and their application, and the classroom management procedures and management of students with special educational needs. It is recommended that teachers be examined appropriately and certified before allowing them to teach in schools. Teachers who are already teaching should be updated with the current trend of educational issues including inclusivity, equity and gender sensitivity. While this research focuses on how teachers face the challenges of online learning implemented by schools for children with disabilities, especially in managing online classes so that an optimal learning atmosphere is realized.

The fourth research by Imafidon Adesuwa and Airemwun Osariemen Joy entitled " *Rules and Routines as Effective Classroom Management Techniques on Perceived Students' Academic Achievement in Shorthand in Edo State, Nigeria* ". The researcher focused on the instruction of shorthand is facing serious criticism among teachers in the state of Edo in Nigeria. Doubts are being raised on the actual classroom management techniques used in teaching shorthand, leading to poor academic record of students.



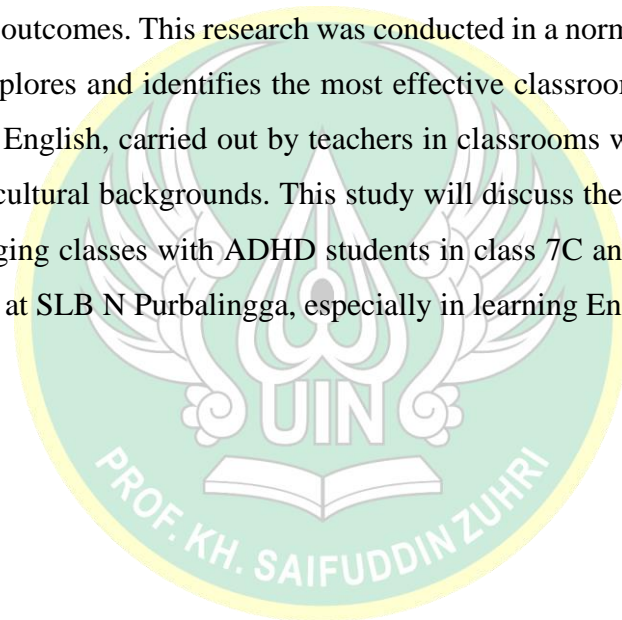
This study seeks to investigate rules and routines as effective classroom management techniques on perceived students' academic achievement in shorthand in Edo. This is a descriptive survey research design study with a narrative data presentation. Based on the findings revealed that classroom rules and classroom routines significantly influence students' academic achievement in shorthand. It also shows that teachers did not differ significantly on classroom management influence on student academic achievement in shorthand with respect to male and female teachers and rural and urban located teachers. There is dire need for an effective classroom management technique in shorthand to enable shorthand instruction to be efficient in schools. Meanwhile, this study examines how teachers manage the classroom as the formation of good habits in class, it has nothing to do with student learning outcomes, so this research only focus on how the teacher conditions the class when learning English takes place.

The fifth is research entitled “*Effective Classroom Management*” was written by Azlin Norhaini Mansor, *et.al*. This research attempts to explore and identify the characteristics of an effective teacher who teaches English as a second language to 10-year-old students from different ethnics, various social economic background and multi-level language ability, at a private primary school in Malaysia. The study focused on classroom management using a case study methodology where data was collected using both interviews and classroom observations. The qualitative technique was used in this study. According to the findings concur with previous literature reviews on effective teacher models whilst providing in-depth details on what transpires during classroom activities, thus clarifying further the meaning of effective classroom management. The implications of this study suggest the need to include six new classroom management behaviours of an effective teacher. Further research is warranted to help policy makers and school administrators in identifying the significance of these behaviours for the selection and training of future teachers. Meanwhile this research focuses on how the teacher's strategy in shaping and restoring optimal



learning conditions in learning English with students with disabilities in grade 7<sup>th</sup> type B and type C.

Based on the research above, one of them is the implementation of online learning for students with disabilities. The second research is about how the inclusion system is applied to universities. The third study discusses classroom management in special schools with students with special needs and discusses how important good classroom management is for the continuity of learning for students with special needs in special schools. The fourth research focuses on discussing how to apply rules and habits as an effective classroom management strategy as a support for improving student learning outcomes. This research was conducted in a normal class. The fifth study explores and identifies the most effective classroom management in learning English, carried out by teachers in classrooms with students from various cultural backgrounds. This study will discuss the teacher's strategy in managing classes with ADHD students in class 7C and deaf students in class 7B at SLB N Purbalingga, especially in learning English.



## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

Descriptive qualitative research is used in this study. Descriptive research is study undertaken to discover the value of independent variables, either one or more (independent) variables without drawing comparisons or linking with other variables.<sup>39</sup> A qualitative approach is an approach that intends to understand the phenomenon of what is experienced by the research subject, for example, behaviour, perception, interest, motivation, and action, by way of description in the form of words and language.<sup>40</sup>

Following the collection of data, it is presented using qualitative descriptive analysis techniques, namely analytical techniques in the form of describing or revealing the characteristics of the variables that are the focus of the researchers. In this study by revealing matters relating to teachers' strategies in manage learning in the 7<sup>th</sup> of SLB N Purbalingga with the various student barriers.

### **B. Research Site and Participants**

This research was conducted at SLB N Purbalingga, this school has chosen because it was the only special education institution that was state-owned or directly supervised by the Indonesian Ministry of Education and Culture. SLB N Purbalingga is also open to serve a variety of student barriers ranging from students who are blind, deaf, mentally retarded (ADHD, Autism), physically disabled, and also double blind. With this diversity, SLB N Purbalingga is a friendly school environment for students with special needs.

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<sup>39</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, Inc, 2013).

<sup>40</sup> Creswell.

The participants of this research are 7<sup>th</sup> grade teachers who teach B class with deaf students and C class with ADHD students. Students in 7<sup>th</sup> grades B with 10 students and C with 12 students were also used as participants in this study.

The research was conducted on August 8<sup>th</sup> - September 8<sup>th</sup> 2022, and divided into 2 stages, the observation stage which was carried out. In addition to observation, and also conducted interviews which were carried out twice with different sources, and have documented during the observation and during the interview and also documentation form lesson plan teacher that used in teaching in the classroom.

### **C. Object and Subject of the Research**

The subject of this research was the seventh-grade teacher who teaches two groups at SLB N Purbalingga who teaches type B students and type C students as the main subject in this research or the key to carrying out this research. Type B and C grade 7 students were also taken as supporting subjects in this study. The object of this research was the teacher's strategy in managing the class of students with special needs at SLB N Purbalingga with various student barriers.

### **D. Data Collection Techniques**

Data collection techniques are processes and methods used by the author to obtain the data needed. Every research, be it qualitative research or quantitative research, of course uses techniques to collect the required data to help the authors obtain authentic data. In this research, used three techniques to collect the data, those are:

#### **1. Observation**

Observation is the systematic observation and recording of the factors that emerge in a symptom in the target of inquiry.<sup>41</sup> Based on the expert's explanation, it is possible to infer that observation is study

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<sup>41</sup> Creswell.

conducted by witnessing and documenting directly or indirectly that arises in a symptom on the target of research. The observation process begins with identifying the place which is to be researched. Once the research site is identified, followed by making a mapping, in order to obtain general description of the research objectives. The goal of employing observation as a research method is to establish the teacher's approach for managing the English class and how the teacher's skills in generating and maintaining ideal learning environments.

This observation was carried out when the first semester began, on August 8<sup>th</sup> - September 8<sup>th</sup>, 2022. Observation have been made in class 7B carried out four times during English learning every Monday and four times in class 7C every Thursday. This observation was carried to find out how the teaching and learning activities at SLB N Purbalingga, and also to find out how the teacher managed learning in the classroom with student barriers. During the observation, field note were also made for each class. This data is displayed and used as a discussion in this study.

## 2. Interview

Interview is a technique to get information from informants to give and answer questions.<sup>42</sup> Questions are very important to capture people's perceptions, thoughts, opinions, feelings about a phenomenon, event, fact or reality. By asking questions the researcher enters into other people's thinking, gets what is on their mind and understands what they think. Because people's perceptions, feelings, thoughts are very meaningful, understandable and can be expressed and analysed scientifically. This activity is to support data from informants related to research. This study used semi-structured interviews. This technique is to get in-depth information about the topic.

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<sup>42</sup> Creswell.

The informants are teacher of SLB N Purbalingga and also a teacher majoring in English, interview with the teacher has been conducted on August 9<sup>th</sup> - 11<sup>th</sup> 2022 to find out how the strategies used by the teacher in managing classes with students with special needs for students with ADHD and deaf students, especially in English lessons. The findings of the teacher interview will serve as the foundation for the discussion of this research. This teacher was chosen to be an informant because she has experience teaching students with various obstacles, so she can provide answers that are in accordance with the facts that occur in class.

## **E. Data analysis**

The Qualitative analysis consists of three stages by Miles and Huberman, those are:

### **1. Data reduction**

Data reduction refers to the process of choosing, condensing, simplifying, abstracting, and modifying material from written-up field notes or transcriptions.<sup>43</sup> This study sought information regarded teachers' strategy to manage English classrooms in 7<sup>th</sup> grade SLB N Purbalingga. The data criteria required include how the instructor begins the class, transmits the subject, class settings, and the teacher's technique for restoring ideal learning conditions.

### **2. Data display**

Data display is an activity when a set of information is compiled.<sup>44</sup> Neatly concise collection of facts that allows conclusions to be formed and action to be taken. It contributes to the data from the field note, interview transcript and selected information concepts in the brief description can analyse the strategic steps used by teachers in classroom management and how these have an impact on student behaviour in the classroom.

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<sup>43</sup> Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

<sup>44</sup> Miles, Huberman, and Saldaña.

### 3. Conclusion and verification

The conclusion is verified as the analyst proceeding proceeds.<sup>45</sup> Data verification is carried out to obtain valid data and ensure the authenticity of the data obtained in the field. The verification process carried out is by triangulation between researchers. The data from the findings on classroom management in English subject for students with special needs in SMPLB N Purbalingga will be compared with the data found by the classroom management approaches for teaching children with disabilities in selected special schools by Mills-Robertson Kakra.



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<sup>45</sup> Miles, Huberman, and Saldaña.



## **CHAPTER IV FINDING AND DISCUSSION**

### **The Classroom Management in English Subject for Students with Special Needs in SMPLB N Purbalingga**

The results of research on classroom management carried out by teachers in classes with students with special needs will be presented. Data was obtained through interviews with teachers and also observations made in two classes, for the class with deaf students and students with ADHD. Researchers discussed the results of field research conducted at SMPLB N Purbalingga, especially in grade 7<sup>th</sup>, for the academic year 2022/2023. The data discussed is about the strategies used by teachers to manage classes in English Subject. From the findings on classroom management conducted by teachers for grades B and C, it will be discussed further how the attitudes and behaviour of teachers in managing the classroom are in accordance with existing theories and also previous research that relates to this research. It will explain how to manage an effective classroom, starting from how teachers create optimal learning conditions, how teachers must behave with students who behave defiantly, and also how teachers are able to restore optimal learning conditions, especially in grade 7<sup>th</sup> SMPLB N Purbalingga.

Classroom management is a teacher's ability to create and maintain optimal learning conditions, as well as restore them when things go wrong.<sup>46</sup> As the primary key bearer of learning, the teacher must be able to effectively supervise the class. The teacher's responsibility is not just to create lesson plans, present information, and provide value to students, but also to instill values in their students. Classroom management also includes providing pupils with suitable and effective instruction. Where the teacher can direct students to complete a task or practice excellent classroom behaviours. Effective instruction can be defined as the collective use of teacher instructional practices that maximize

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<sup>46</sup> Smith and Laslett, *Effective Classroom Management*.

the probability of student success. Good teachers are those who consistently engage in teaching practices that have a high probability of achieving the intended result. In this manner, good teaching begets student success, and success begets additional successes. The components of classroom management skills from Smith and Laslett book are includes:<sup>47</sup>

a. Formation of optimal learning conditions:

1) Demonstrate responsiveness.

Classroom management begins at the beginning of learning. The attitude that the teacher shows when starting learning affects student behaviour in the classroom. Teacher who teaches in two different classes with different student barriers, has a different way of treating her students. When starting learning in class with ADHD children (grade C), teacher showed a firm attitude, so that students felt unwilling towards the teacher. With the character of ADHD children who are hyperactive and tend not to be orderly, the teacher chooses to be assertive so that students want to listen to the teacher's instructions well and follow the learning in an orderly manner. This is obtained from the results of interviews with teachers.

*“Saya menunjukkan sikap yang tegas agar siswa mau mengikuti pembelajaran dengan tertib, tidak mudah mengkondisikan anak dengan hambatan ADHD karena mereka kurang bisa tertib dalam waktu yang lama, setelah saya tegur paling hanya bertahan 5 menit lalu gaduh lagi, jadi disaat seperti saya harus menunjukkan sikap tegas agar siswa mau mendengarkan instruksi dari saya, karena kalau dengan cara yang biasa (lembut) mereka tidak mau mendengarkan saya.” (Interview with the teacher, August 9<sup>th</sup> 2022)*

The teacher thinks that a firm attitude to ADHD students to get the attention of students to follow the learning in an orderly manner. In

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<sup>47</sup> Smith and Laslett.

contrast to the attitude shown by the teacher when starting learning in the class of deaf students (grade B), the teacher showed an attitude that tended to be enthusiastic and cheerful in order to foster a sense of enthusiasm for learning in the class. This is obtained from the results of interviews with teachers.

*“Kalau untuk memulai pembelajaran di kelas B saya lebih ceria dan semangat karena biar siswa juga ikut semangat mengikuti pelajaran, karena anak di kelas B itu banyak yang suka murung, kalo guru yang ngajar semangat mereka juga ikut semangat.”*  
(Interview with the teacher, August 9<sup>th</sup> 2022)

The teacher believes that by showing an enthusiastic attitude, for influencing students' enthusiasm learning.

According to the teacher's statement, the student's personality is an element that influences the implementation of classroom management, which starts with showing a responsive attitude. It is also mentioned by Kakra in her research that one of the elements that influence classroom management includes personal needs, learning styles and tactics, individual learning demands, multiple intelligences, personality, attitudes, developmental needs, and motivation.<sup>48</sup> Each student with special needs has their own personality. ADHD students with active but uncontrollable personalities tend to be difficult to condition,<sup>49</sup> while deaf students have low self-esteem,<sup>50</sup> so they are more passive in class. The teacher shows a responsive attitude in dealing with the diverse personalities of students by adjusting to the personalities of the students in the class.

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<sup>48</sup> Mills- Robertson Kakra, “Classroom Management Approaches for Teaching Children with Disabilities in Selected Special Schools.” (Winneba, University of Education Winneba, 2019).

<sup>49</sup> Mirnawati, M., and Amka, A., *Pendidikan Anak ADHD (Attention Deficit Hyperactivity Disorder)*.

<sup>50</sup> Kirk, Gallagher, and Coleman, *Educating Exceptional Children*.

The teacher's knowledge of the characteristics of students with special needs helps teachers to make decisions about how to behave with students. This is also stated by Gyasi *et.al.*, when the teacher is able to recognize the student's character, the teacher will be able to provide the most appropriate stimulus for students with special needs.<sup>51</sup> Teachers deal with ADHD students who have difficulty controlling movement firmly in order to show that the teacher has the authority in the classroom to control everything that happens in the classroom. Meanwhile, to deal with deaf students, the teacher shows a more cheerful and enthusiastic attitude, so that the deaf students feel valued and get encouragement to learn.

The character of deaf students who tend to have a fear of the outside environment<sup>52</sup> makes them feel inferior if they are in a heterogeneous environment such as school. This is the challenge of teachers in teaching deaf students, they tend to be passive and silent in class, so teachers must make more efforts to attract them to be active in learning. Giving motivation before starting learning will help foster enthusiasm for learning in students. Motivation can serve as a driver for the achievement of good results. Someone will do an activity because there is motivation in him. If students have a passion for learning, then learning will take place in a conducive and effective manner. This is a type of responsiveness demonstrated by the teacher when dealing with passive pupils, and it is consistent with classroom management theory, which states that responding to multiple occurrences in the classroom, particularly student behavior, can impact students' learning.<sup>53</sup>

Otherwise, what the teacher applies to class C students with ADHD barriers, the teacher shows a responsive attitude by being able to control

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<sup>51</sup> Mercedes Nana Konadu Gyasi, Abraham Kwadwo Okrah, and Joyce Senya Ama Anku, "Teachers' Knowledge of Special Educational Needs and Disability Students and Their Classroom Management Approaches," *World Journal of Education* 10, no. 4 (August 24, 2020): 160,

<sup>52</sup> Kirk, Gallagher, and Coleman, *Educating Exceptional Children*.

<sup>53</sup> Smith and Laslett, *Effective Classroom Management*.

ADHD students in class. The teacher shows a different attitude when teaching class C students compared to class B. The teacher shows a more assertive attitude in order to give a strong and authoritative impression in the class. Students become reluctant towards the teacher and more obedient to the orders and instructions that the teacher gives. It can be seen that the teacher adapts the behaviour to the circumstances and character of the students, which shows that the teacher has good classroom management skills. Classroom management means that classroom management is intended to condition students so that they can follow instructions well, and the teacher is in control of how the class will run.

## 2) Attention Sharing

Sharing attention fairly among students in a class is also part of classroom management. The teacher's way of organizing and dividing attention among students can vary according to the circumstances of the students in the class. This division of attention aims to monitor student behaviour so that they continue to participate fully in learning activities. In class C, the teacher pays more attention to students who like to make noise in class, so that they can be addressed immediately. The teacher also collaborates with other students to reprove friends who make noise in class. This is obtained from the results of interviews with teachers.

*“Saya selalu memperhatikan anak-anak satu persatu terlebih lagi dalam satu kelas saya hanya mengampu 11 anak, itupun tidak mudah karena mereka anak istimewa, perhatian yang saya berikan harus ekstra, tapi tentu terkadang perhatian saya terlewat jika saya sedang memperhatikan satu anak yang memang butuh perhatian lebih terutama anak yang bernama azza (tidak bisa berbicara, harus selalu dikasih instruksi kecil), karena dia memang perlu bimbingan dan perhatian lebih. Cara mengatasinya kadang saya meminta bantuan siswa yang bisa saya andalkan seperti (rizka dan udin) agar membantu mengkondisikan teman- temannya yang kurang tertib.” (Interview with the teacher, August 9<sup>th</sup> 2022)*



The teacher has tried to give attention to students evenly, but sometimes there are still students who are missed by the teacher's attention. To deal with this, the teacher asks other students to help condition their friends.

Meanwhile, in class B, the teacher tends to be easier to share attention with each student because students in class B tend to be calmer, but it is common for many students to daydream and sleep in the classroom, but because students are not noisy, it is easier to give instructions. This is obtained from the results of interviews with teachers.

*“Kalau untuk kelas B cenderung lebih tenang, tapi anak-anaknya banyak yang sering melamun dan ga fokus belajar, tapi lebih mudah di atur karena saya cukup menegur saja, mereka langsung bisa fokus kembali, jadi pembelajaran berjalan lancar tidak terlalu banyak hambatan.”* (Interview with the teacher, August 9<sup>th</sup> 2022)

In learning activity teacher must pay attention to the students in the class one by one, which aims to identify deviant behaviour that occurs in the classroom.<sup>54</sup> The teacher's attention, both verbal and visual, should be evenly distributed among the students.<sup>55</sup> The way the teacher distributes attention between the two classes is clearly different. In class B, the teacher tends to divide attention evenly, considering the class B students are passive, so the teacher can find students who are daydreaming or sleeping in class. The form of visual attention given by the teacher is by looking at the students, and the form of verbal attention the teacher shows by calling the student's name. It is different in class C, where the teacher gives more attention to some students. Students

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<sup>54</sup> Smith and Laslett.

<sup>55</sup> Smith and Laslett.



who are given more attention are students who often make noise in class. The form of attention given is also not much different from class B. The teacher gives visual attention by looking at students and verbal attention by calling students' names. By paying attention to students who often make noise in the classroom, the teacher can prevent the occurrence of deviant behaviour that occurs in the classroom.

### 3) Concentrate Collective Attention.

Scrivener in his book mentions that focusing students' attention on the teacher can be done verbally and also non-verbally with the aim of getting students' attention.<sup>56</sup> When teaching in small groups in a classroom, special attention should be paid to the group. The teacher must also be able to get the attention of the group being taught.<sup>57</sup> The teacher focuses the students' attention by making knocking sounds on the table, making calls with "okay guys listen to me", "please look ahead," "attention please." This can make students who inevitably have to pay attention to the source of the sound. Besides the teacher paying attention to the students, the teacher also attracts the attention of students by making them want to listen to explanations and listen to the instructions given. The teacher applies this to class B and class C. This is based on field note.

#### *Field Note:*

*Guru melakukan panggilan yang ditujukan untuk mendapatkan perhatian siswa. Guru mengetuk meja sembari berkata "attention please", "please look ahead" dengan menepuk tangan. Guru membuat gestur menangkupkan tangan di telinga sembari berkata "okay guys listen to me" untuk mendapatkan perhatian dari siswa. (August 11<sup>st</sup> & 15<sup>th</sup> 2022)*

<sup>56</sup> Jim Scrivener, *Classroom Management Techniques*, 1st ed. (Cambridge: Cambridge University Press, 2013).

<sup>57</sup> Smith and Laslett, *Effective Classroom Management*.

Teachers use gestures to clarify instructions. According to Scrivener in his book, gestures provide visual support that helps students understand what the teacher is saying.<sup>58</sup> When gestures are used, students will learn the movements and listen carefully to the instructions given by the teacher. Student involvement in learning activities can be maintained if the teacher is able to continuously focus the class's attention on the assigned task. Focusing can be done by means of students being "alerted" with calls addressed to all students, and can be accompanied by gestures so that students are able to understand what instructions are being asked by the teacher.

#### 4) Give Students Precise Instructions

Providing clear, concise, easy-to-understand instructions for students will greatly assist in the smooth running of tasks that must be done by students so that learning conditions can be optimized.<sup>59</sup> Teacher did it in the class, she gave clear instructions and was easy for students to understand. This is obtained from the observations made.

##### *Field Note:*

*Pada kelas C guru memberikan instruksi kepada siswa mengenai tugas sederhana yang akan mereka kerjakan dengan bahasa yang mudah dimengerti "ayo kalian tulis ini buku" (di ulang 3 kali) dan memastikan bahwa setiap siswa memahami perintah dari guru. Sedangkan pada kelas B guru memberikan instruksi "ayo kalian buat percakapan menggunakan greeting dengan teman sebangku" disertai dengan isyarat tangan agar siswa paham apa yang disampaikan oleh guru. Dengan instruksi yang jelas akan lebih mudah bagi siswa untuk mengerjakan tugas yang diberikan dan tidak bingung di tengah-tengah saat mengerjakan tugas.(August 22<sup>th</sup> & 25<sup>th</sup> 2022)*

<sup>58</sup> Scrivener, *Classroom Management Techniques*.

<sup>59</sup> Smith and Laslett, *Effective Classroom Management*.

In giving instructions, the teacher must use simple language, use the senses through theory and practice, and ask students to think and act.<sup>60</sup> Teachers must be able to communicate what students should do when giving instructions. The teacher given to students must be brief because the instructions given in long-winded will make students confused and will raise questions from the student's side. As the holder of authority in the classroom, the teacher has a big responsibility in determining the success of student learning.

From the findings, it can be seen that the teacher uses very simple language to make instructions, with the language "let's write this in the book," along with gestures pointing to the writing on the whiteboard. Students will easily understand what is asked by the teacher, and all students will compactly carry out the same activity, namely copying the writing on the whiteboard into student notebooks. The task given to ADHD students is very simple, just copying the sentences that the teacher writes on the whiteboard in their book, because the reasoning possessed by ADHD children is lower than students of the same level in general.<sup>61</sup> Kakra in her research, also said that students with ADHD showed problems in understanding what was taught.<sup>62</sup>

For deaf students, the teacher gives more gestures so that students better understand what the teacher is asking for. For example, with the instruction "make a simple conversation text using greetings with their respective partners," the teacher adds a writing gesture, gives a greeting signal, and then points to the student who has paired with a friend, by slightly slowing the tempo of speech and explaining the articulation of sentences, so that students can read the lips of the teacher who is speaking. If needed, the teacher will repeat the instructions up to three times and make sure all students understand the instructions given. As a

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<sup>60</sup> Scrivener, *Classroom Management Techniques*.

<sup>61</sup> Smith and Laslett, *Effective Classroom Management*.

<sup>62</sup> Kakra, "Classroom Management Approaches for Teaching Children with Disabilities in Selected Special Schools."

result, students can understand the instructions well and are able to do assignments according to the instructions given by the teacher.

For deaf students, the teacher does not give relief from tasks like for ADHD children, because intellectually deaf students are the same as normal students with moderate to high averages.<sup>63</sup> The adjustment made by the teacher is that students are not given tasks related to speaking skills due to their limitations. Students have several characteristics, such as difficulty in following verbal directions and an inability to hear, which cause them to be unable to understand things that are communicated verbally.<sup>64</sup> So the teacher gives more assignments related to writing and reading.

#### 5) Give a Reprove

There are times when teachers fail to create optimal learning conditions. In this case, the teacher should reprove the students. An effective reprove must be firm and directed at a particular student, not rude, not hurtful, not insulting, and not constitute ridicule.<sup>65</sup> To avoid the negative effect of reprove, teachers and students can make rules together which aims to increase students' understanding of the agreed rules. Reprove can also be done to restore concentration. This is obtained from the results of interviews with teachers.

*“Kalau untuk kelas C teguran akan saya berikan terhadap gangguan-gangguan seperti mengganggu temannya belajar, atau mulai berteriak didalam kelas, akan saya beri teguran yang sedikit keras dan tegas agar mereka mau tertib, dan biasanya akan saya ingatkan ke peraturan kelas yang telah disepakati bersama salah satunya “mengikuti pembelajaran dengan tertib”, dengan harapan akan menanamkan sikap patuh dan disiplin pada mereka. Kalau di kelas B saya jarang menegur siswa gaduh*

<sup>63</sup> Sugeng Susilo Adi, Frida Unsiyah, and Darin Fadhilah, “Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools” 5, no. 12 (2017): 16.

<sup>64</sup> Adi, Unsiyah, and Fadhilah.

<sup>65</sup> Smith and Laslett, *Effective Classroom Management*.

*ya, paling ya itu kalau siswa sedang melamun dan tidak fokus belajar.” (Interview August 10<sup>th</sup> 2022)*

In class C, the teacher gives harsh and firm reprove to students who make noise in class and disturb other students. The reprove was aimed at reminding people of the mutually agreed rules "not to make noise in class." Meanwhile, in class C, the teacher only reproves the students to focus on learning again.

Even though class has started with conducive and controlled conditions, it is common for noise and deviant student behaviour to occur in learning activities. Deviant behaviour is not only about noisy and troublesome students; passive student behaviour is also included in deviant behaviour.<sup>66</sup> Teachers face different challenges in teaching classes B and C. Class B, with children who tend to be passive in it, needs a little certain stimulus so that students want to actively participate in learning. For example, by reprovng students who are daydreaming in class, the teacher gives small tasks such as answering simple questions from the teacher so that students return to the learning corridor. Students will feel cared for by the teacher, so they will think that they must follow the lesson well.

This is also done by the teacher for class C. The teacher reproves students who are not focused on studying and are busy with their own affairs, such as walking in class and sitting on the floor. Instead of the teacher saying the word "do not do that", the teacher prefers to provide positive attitude input to students, such as "let's sit in our own chair." Because grade C students find it difficult to understand what is right and what is wrong, the reprimands given are not only done occasionally but also need to be done periodically.<sup>67</sup> That way, students will understand

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<sup>66</sup> Smith and Laslett.

<sup>67</sup> Kirk, Gallagher, and Coleman, *Educating Exceptional Children*.



that what they are doing is inappropriate behaviour and how to behave properly.

The difference can also be seen from the attitude of the teacher when giving a reprove. The teacher shows a firm attitude to student Reprove with clear sentences and followed by appropriate behavioural input. For ADHD students, the word "do not do it" is an abstract and confusing sentence.<sup>68</sup> They do not know that what they are doing is wrong,<sup>69</sup> so the teacher prefers to provide input that has the opposite behaviour. For example, if the teacher wants to reprove students who are noisy and make noise in class, compared to the sentence "do not be noisy," the teacher prefers to use the sentence "let's be orderly during lessons." That way, students will understand what kind of behaviour they should exhibit. While in class B, the teacher gave a warning that did not have certain modifications because class B students had good emotional maturity, so they already understood by themselves what was good and what was not. As stated by Kakra, returning to the student's personality is one of the factors that influences classroom management.<sup>70</sup> The student's personality affects the way the teacher class manages; how to correct students is also adjusted to the personality and characteristics of students.

#### 6) Give Reinforcement

Deviant behaviour that occurs in the classroom must be corrected with a reprove,<sup>71</sup> and then what the teacher should do afterward is to provide reinforcement for changes in student behaviour, in order to foster confidence and feel supported to do good things. Praise or a positive response from a teacher to positive student behaviour will make

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<sup>68</sup> Mirnawati, M., and Amka, A., *Pendidikan Anak ADHD (Attention Deficit Hyperactivity Disorder)*.

<sup>69</sup> Mirnawati, M., and Amka, A.

<sup>70</sup> Kakra, "Classroom Management Approaches for Teaching Children with Disabilities in Selected Special Schools."

<sup>71</sup> Smith and Laslett, *Effective Classroom Management*.



students flattered because they are thought to be capable.<sup>72</sup> This is obtained from the results of interviews with teachers.

*“Saya memberikan pujian kepada siswa-siswa saya misal jika mereka mau mendengarkan dan melaksanakan instruksi dari saya, biasanya akan saya berikan kalimat positif seperti “good” “good job” paling seperti itu. Kalau tidak saya kasih jempol atau dengan tepuk tangan, yang menandakan mereka sudah melakukan kerja yang baik, kalau dengan sentuhan paling dengan menagajak tos dan itu akan membuat mereka senang dan merasa dihargai. Dengan seperti itu siswa akan lebih bersemangat untuk berpartisipasi aktif didalam kelas. Sesekali saya melakukan selebrasi dengan menyorakkan yel-yel kelas ketika pembelajaran berakhir, atau ketika siswa sudah menyelesaikan tugas dari saya.” (Interview August 11<sup>st</sup> 2022)*

When students behave well in accordance with the direction of the teacher, they need to be given positive reinforcement.<sup>73</sup> Praise or a positive response from a teacher to positive student behaviour will make students happy because they are thought to be capable. The teacher provides verbal and non-verbal reinforcement. Verbal reinforcement, namely, sentences of praise, such as "nice," "good," "good job," and others.<sup>74</sup> Meanwhile, for non-verbal reinforcement, the teacher uses gestures to give "thumbs up," which means a positive response<sup>75</sup> from the teacher to student behaviour, and the teacher also provides reinforcement in the form of touching with students by inviting students to high five when they have finished doing a good job.<sup>76</sup> With this, students will feel flattered and appreciated by the teacher, so that they will be more enthusiastic about taking part in learning and will maintain

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<sup>72</sup> Smith and Laslett.

<sup>73</sup> Smith and Laslett.

<sup>74</sup> Scrivener, *Classroom Management Techniques*.

<sup>75</sup> Scrivener.

<sup>76</sup> Scrivener.

good behaviour in class. According to Ma'rufah's research, body language has a strong communication power.<sup>77</sup> When the teacher provides verbal reinforcement accompanied by non-verbal reinforcement, it will make students feel more valued and acknowledged by the teacher for their abilities, so that they can foster enthusiasm for learning in students.

b. The strategy for returning optimal learning conditions from Smith and Laslet book, includes:

1) Modifying Student Behaviours

The teacher's role in behaviour modification is active, directive, and uses knowledge to find solutions to individual problems.<sup>78</sup> The teacher also functions as a guide and expert in diagnosing student behaviour that is not good as well as determining procedures for dealing with individual student behaviours. Reducing bad behaviour in students can be done by providing a deterrent effect to students. The teacher applies this method to students in 7C, although, from the teacher's acknowledgement, 7B rarely experiences behavioural deviations, so the teacher does not use certain methods to modify the behaviours of her students. This is obtained from the results of interviews with teachers.

*“Kalau di kelas 7C perilaku yang tidak sesuai itu seperti misalkan nih mau duduk di bangku lewat bawah meja, saya suruh dia untuk bolak balik keluar masuk bangku lewat bawah meja sebanyak 20 kali, dengan begitu ada efek jera dari siswa lalu saya kasih tau bagaimana perilaku yang seharusnya supaya dia tidak akan mengulangi perilaku tersebut. Kalau di kelas B saya hampir tidak pernah melakukan hukuman paling hanya teguran, karena siswanya cenderung nurut-nurut.” (Interview, August 11<sup>st</sup> 2022)*

<sup>77</sup> D.W Ma'rufah, “Teachers’ Ways in Maximizing Student Talking Time (STT) (A Descriptive Study of EFL Class on the Ten Grade of A Senior High School in Purbalingga)” (Universitas Muhammadiyah Purwokerto, 2014).

<sup>78</sup> Jim Walters and Shelly Frei, *Managing Classroom Behavior and Discipline*, Practical Strategies for Successful Classrooms (Huntington Beach, CA: Shell Education, 2007).

In class C the teacher gives a deterrent effect to students who do inappropriate behaviour, a deterrent effect is given by telling students to repeat the behaviour until they are tired so they do not want to do it again. While in class B the teacher almost never applies punishment, because students tend to be more obedient.

*Field Note:*

*Guru mengabaikan siswa yang menggambar tidak berkaitan dengan pelajaran, guru juga tidak memberikan peringatan pada siswa yang sering ijin keluar untuk mencuci tangan. Ketika ada siswa yang berbuat gaduh dikelas guru memberikan peringatan yang tegas agar tidak mengganggu teman yang lain sedang belajar. (Observation August 25<sup>th</sup> 2022)*

Learning activity does not always take place smoothly without any disturbances and obstacles. This is a challenge for teachers to deal with. Disturbances that occur in the classroom cannot be equalized between teachers; this disorder is perspective and individual.<sup>79</sup> The teacher's tolerance for a disturbance is not always the same.<sup>80</sup> Some teachers choose to ignore the disturbance of students who play alone in class and only focus on students who are willing to listen. As is the case with Teacher in class C, she also ignores distractions such as students who keep going out of class to wash their hands or students who keep going out with the excuse of taking out the trash. For Teacher, disturbances that are entitled to a reprieve up to punishment are noises that disturb the learning atmosphere, such as shouting in class, walking around the classroom, and disturbing her friends who are studying. Such behaviour requires warning and direction. Meanwhile, for class B, there are no

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<sup>79</sup> Emily A. Groves et al., "Adapting the Good Behavior Game for Special Education Classrooms," *Psychology in the Schools* 59, no. 5 (May 2022): 1015–31

<sup>80</sup> Walters and Frei, *Managing Classroom Behavior and Discipline*.

visible disturbances that require behavioural guidance from the teacher.<sup>81</sup>

When dealing with disturbances in students, it is necessary to modify behaviour for students. Behaviour change techniques through behaviour modification can be done through two techniques: techniques to improve behaviour and techniques to reduce behaviour. Techniques to improve behaviour include positive reinforcement, formation of good behaviour, and making student behaviour contracts. While techniques reduce behaviour, such as elimination, flooding, saturation, and punishment.<sup>82</sup> As can be seen, the teacher gives a deterrent effect to students who do not behave properly, after which the teacher gives an example of good behaviour and contracts with the student what punishment he will get for repeating the behaviour. With this, students will think twice about deviant behaviour because there is a binding agreement.

## 2) Group Management and Problem-solving

Group management in the classroom is carried out by the teacher by arranging student seats by forming the letter "U" pattern. This aims to make it easier for teachers to divide attention among students and also make it easier to identify deviant behaviour that occurs during learning. The teacher applies this to the two classes he teaches. Can be seen as shown below.

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<sup>81</sup> Based on interview with teacher

<sup>82</sup> Smith and Laslett, *Effective Classroom Management*.

**Picture 4.1. Seat Modification by Teacher**



In addition to group management, teachers also need to solve problems in groups. As well as resolving conflicts between students, or students with other groups in the class. Teachers collaborate with certain division such as students in the class, counselling guidance teacher and also parents. For example, when student A cuts student B's hair while learning is in progress,<sup>83</sup> the teacher takes a stand by interfering with both and then asks one student to calm student B who is crying, while the teacher gives a warning to student A who cuts his friend's hair. Purposely the teacher gives direction that it is not a good thing to do, and after that the teacher asks student A to apologize to his friend. Then the teacher will communicate this to student B's parent so that there is no misunderstanding, and to student A's parent to inform his behaviours. The last step, the teacher asks for help from the counselling guidance teacher to monitor student A's behaviour more, and if necessary, give further direction so that they can behave better.

The teacher carries out group management by modifying student seating, which aims to make it easier for teachers to pay attention to students by arranging seats more effectively than random placement.<sup>84</sup> In the research conducted by Sartika, it was also said that the use of

<sup>83</sup> Observation August 11<sup>st</sup> 2022

<sup>84</sup> Scrivener, *Classroom Management Techniques*.



seating arrangements was effective in increasing students' skills.<sup>85</sup> Seating mapping is also done by the teacher to place noisy students next to quieter students. This is expected by the teacher to minimize noisy student behaviour. Even though in reality, it does not work in class C.

In solving problems that occur in groups, teachers choose to collaborate with various divisions, ranging from class students to parents and guidance teachers. If the problem that occurs is just a noisy problem between students, the teacher can solve it only with students who have problems, but if the problems that occur have harmed one of the parties, it is necessary to solve problems that involve parents and supervising teachers. Teachers report student behaviour to parents with the aim of being able to provide more direction at home and supervise teachers to monitor student behaviour at school.

### 3) Identifying and Resolving Problematic Behavior

To form good behavior for students so that it can become a good habit that can be applied to the learning environment, teachers need to identify and solve problems in the classroom.<sup>86</sup> That way, the teacher is able to form rules that have been adapted to the characteristics of students. For example, with the characteristics of ADHD students, who often make noises that are disturbing to their friends, the teacher makes rules for mutual love between friends, which means not disturbing their friends when studying and not doing things that can harm their friends. To get to know the characteristics of students, the teacher works with parents to find out the habits and parenting patterns of parents, so that teachers are able to adjust the setting of classroom rules with information obtained from parents.

To find and solve the problem of deviant behaviour in the classroom, the teacher starts by getting to know the students personally and

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<sup>85</sup> Endang Sartika, "The Effectiveness of Round Table Technique to Improve Students' speaking Skill in The First Grade Students Of Sma N 3 Salatiga In The Academic Year Of 2013/2014" (IAIN Salatiga, 2014), STAIN Salatiga repository.

<sup>86</sup> Smith and Laslett, *Effective Classroom Management*.



communicating with parents to find out the behaviour of students at home, with the aim of getting an idea of how to deal with students behaving defiantly in the classroom. If the teacher knows the student's personality well, teacher can take preventive action for deviant behaviour that occurs in the classroom by applying mutually agreed class rules. The teacher did this in the two classes he taught. This is obtained from the results of interviews with teachers.

*“Saya komunikasi dengan wali siswa bagaimana keseharian dia dirumah, agar saya bisa mengerti karakter siswa tersebut dan bagaimana pola asuh orang tua. Ini bisa meminimalisir masalah yang timbul dikelas dengan membuat peraturan yang saya sesuaikan dengan karakter siswa dan disepakati bersama. Hal ini saya terapkan untuk kelas B maupun kelas C”*

From the findings described above, it can be seen how the teacher's efforts to establish an effective learning atmosphere. Starting from how teachers show attitudes to students in the classroom that are tailored to the characteristics of the students in the classroom, to how teachers are able to recognize and prevent deviant behaviour in the classroom,<sup>87</sup> the teacher shows behaviour and attitudes according to the conditions of the students in the class. For class B students with students who tend to be calm and easy to manage, the teacher does not make much effort to modify student behaviour. Only by reprimanding will students be conditioned again. However, class B children tend to be passive in learning, so the teacher modifies the student's sitting position to form the letter "U" to make it easier for the teacher to pay attention to students one by one. Arranging the seating pattern makes it easier for teachers<sup>88</sup> to find students who are daydreaming and do not seem focused on listening to the teacher. The teacher then gives reprimands to students

<sup>87</sup> Walters and Frei, *Managing Classroom Behavior and Discipline*.

<sup>88</sup> Scrivener, *Classroom Management Techniques*.

so that they focus back on learning. With the efforts made, it can be seen from the results above that learning takes place more conductively and effectively.

In contrast to class C, the students have hyperactive personalities and tend to be difficult to condition. The teacher must show a firm attitude so that students want to follow the instructions given. By raising the tone when speaking, you will make students pay more attention to the teacher who is talking. The obstacles faced by teachers in teaching in class C look more complicated than those in class B. The teacher must be able to condition hyperactive students who have the characteristics of not being comfortable doing activities that require concentration,<sup>89</sup> such as studying. Students are conditioned by teachers by giving a little punishment and giving a deterrent effect to students so they do not repeat bad deeds. Modifying student seats is also a teacher strategy to make it easier to divide attention among groups. By forming a seat to form the letter "U," the teacher finds it easier to pay attention to students who make noise in class and start disturbing their friends studying. Teachers also collaborate with trusted students to help condition students who are noisy.

To condition students with ADHD, the teacher is more creative to make the learning atmosphere less boring.<sup>90</sup> In teaching class C, the teacher invites students to make art related to the material, for example, drawing weather (rainy, cloudy, sunny).

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<sup>89</sup> Mirnawati, M., and Amka, A., *Pendidikan Anak ADHD (Attention Deficit Hyperactivity Disorder)*.

<sup>90</sup> Lorenzo-Lledó et al., "Inclusive Methodologies from the Teaching Perspective for Improving Performance in University Students with Disabilities."

**Picture 4.2. Learning Activities**



In this way, the behaviour of students who find it difficult to stay still will be diverted to more positive activities. With all the efforts made by the teacher to form an effective class, it certainly cannot run smoothly without obstacles. This is especially true considering that it is not easy to deal with ADHD students,<sup>91</sup> but the teacher has a responsive attitude to deal with deviant behaviour in class.

From the findings and discussion above the efforts made by the teacher to form a conducive learning environment and how the teacher is able to handle the disturbances that occur in the classroom, it can be concluded that it has been done well. Research conducted by Dwinalida also mentioned that classroom management includes considering the use of voice, body language, teacher's instruction, manner of talking, student talk and teacher talk, lesson stages, seating arrangement as well as student grouping to control the students' behaviour so that the teaching and learning environment can be conducive.<sup>92</sup> This can be seen from how the teacher adapts to the character of the students, so that the treatment given is neither less nor more. In class B, the teacher focuses on fostering students'

<sup>91</sup> Kirk, Gallagher, and Coleman, *Educating Exceptional Children*.

<sup>92</sup> Dwinalida, K, "Teacher's Performance in Teaching Esp: A Case Study Of An SMK Teacher" (Universitas Pendidikan Indonesia, 2016), (Doctoral dissertation, Universitas Pendidikan Indonesia).

enthusiasm for learning and also building students' self-confidence. The teacher does not warn or apply punishment in this class because of the characteristics of students who are easy to give direction. While in class C, the teacher focuses on transferring students' deviant behaviours to better behaviour. To get this result, the teacher needs to warning and punishment to class rules that have been mutually agreed upon. This is done by the teacher in order to be in control in the classroom, not to have full authority over students, but rather to invite students to act cooperatively in order to create effective learning conditions for both classes.

Knowing the characteristics of students is also an important factor for implementing management in the classroom.<sup>93</sup> The attitude of the teacher is adjusted to the students. The teacher shows a more assertive attitude to the ADHD students because their characteristics tend to be more difficult to regulate and condition. With a firm attitude, the teacher gives the presence of someone who has authorization in the classroom so that students are a little more reluctant to the teacher so that the teacher will more easily provide direction and tend to be paid more attention by students. This is what makes classroom management run smoothly. In contrast to the presence given to deaf students who have low self-esteem characteristics, the teacher shows a more friendly attitude to embrace students so that they do not feel intimidated by the presence of the teacher. In this way, students will feel comfortable studying with the teacher and will be more confident in showing their abilities so that they can form an effective learning environment. The teacher's goal for both classes is the same, namely to form an effective learning environment for students; it's just that the method used is different by adjusting to the circumstances and characteristics of the students.

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<sup>93</sup> Smith and Laslett, *Effective Classroom Management*.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussion, it can be seen that classroom management carried out by teachers at SMPLB N Purbalingga, especially for deaf students (B) and also ADHD (C), teachers apply two main components of classroom management. The first is establishing optimal learning conditions which include; demonstrate responsiveness, attention sharing, concentrate group attention, give student precise instructions, give a reprove, give reinforcement. The second component is creating learning environment return skills connected to the restoration of circumstances in order for students to learn optimally include; modifying student behavior, group management and problem-solving, and identifying and resolving problematic behavior. The teacher applies a different classroom management strategy in class B and class C, according to the character and needs of the students.

The teacher shows a responsive attitude by being able to control ADHD students in class not giving a bad impression but being a firm figure and respected by students. The teacher shows a different attitude when teaching class C students compared to class B, in class B the teacher gives the presence of a teacher who is cheerful and full of enthusiasm. Teacher adapts the behavior to the circumstances and character of the students, which shows that the teacher has good classroom management skills. In classroom management teacher as controller of how the class will run. Sometimes in learning, the teacher must pay attention to the students in the class one by one, which aims to identify deviant behavior that occurs in the classroom. To make it easier to distribute attention to students, the teacher makes modifications to the student's seat with the formation of the letter "U," which makes it easier for teachers to pay attention to their students.



Knowing the characteristics of students is also an important factor for implementing management in the classroom. The attitude of the teacher is adjusted to the students. The teacher shows a more assertive attitude to the ADHD students because their characteristics tend to be more difficult to regulate and condition. With a firm attitude, the teacher gives the presence of someone who has authorization in the classroom so that students are a little more reluctant to the teacher so that the teacher will more easily provide direction and tend to be paid more attention by students. This is what makes classroom management run smoothly. In contrast to the presence given to deaf students who have low self-esteem characteristics, the teacher shows a more friendly attitude to embrace students so that they do not feel intimidated by the presence of the teacher. In this way, students will feel comfortable studying with the teacher and will be more confident in showing their abilities so that they can form an effective learning environment. The teacher's goal for both classes is the same, to form an effective learning environment for students; it's just that the method used is different by adjusting to the circumstances and characteristics of the students.

## **B. Suggestion**

In this section, the writer would like to give some suggestions for

English teachers and other research based on research findings and discussions. The author suggests that teachers should manage good and bad behavior and use strategy that suit the needs of each student in the class.

For further researchers, especially those who have similar problems and are interested in conducting research, it is suggested that this research can be a reference to solve these problems. Researchers also hope that this research can be useful for others who want to conduct comparative studies. Finally, the researcher also made it possible to get a description of the behavior of teachers at SMPLB N Purbalingga.



### **C. Limitation of The Research**

This research is limited by discussing only those issues related to the management of learning in the classroom by teachers with students with special needs. Not only focusing on the learning English carried out by the teacher but also focusing on the behaviour of teachers and students in the class during learning. This research has achieved its objectives, but there are some limitations that cannot be avoided. First, due to time constraints, this research was only carried out within a month, so it cannot conclude the behaviour as a whole. Second, the researcher may not be able to cover all problems regarding classroom management carried out by other teachers because they are limited to one teacher resource.



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