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Implementation of Classroom Management by English Teachers at High Schools in Jambi, Indonesia

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Abstract

This study was aimed at analyzing the implementation, processes and problems of classroom management in two Indonesian high schools from the perspective of English teachers in accordance with the latest, 2013, Indonesian curriculum. The research was qualitative with a case study approach. The sites for this study were two national senior high schools in Jambi Province, Indonesia. Eight teachers of English were involved as the research participants to provide a broad perspective of implementation of classroom management. The researchers used four techniques for collecting data: interviews, focus group discussions, observations, and document review. To assess the trustworthiness of the research, the researchers did triangulation, member checking and reflexivity. The findings, describing the implementation, processes and problems of classroom management, are divided into three themes: (i) teaching standards, rules and procedures, (ii) classroom climate, and (iii) timing and scheduling. Policy recommendation proposed such as to limit the number of students (in a class), to provide up-to-date technology and to provide more training for teachers are not only for teachers but also for school authorities, and other stake holders for the betterment of Indonesian education.

Keywords: Analysis, classroom management, implementation, problems, policy recommendations, 2013 Curriculum.

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1. INTRODUCTION

Curriculum covers the entire scope of formative values and experiences for people (Bobbitt, 1918; Richards & Rodgers, 1999). In the Indonesian context, curriculum is an educational response to the needs of the nation and its people in relation to the development of human resources and, pedagogically, serves to plan education that provides opportunities for students to develop their talents and abilities in the process of learning (Kementerian Pendidikan, 1968). In Indonesia's latest, 2013, curriculum, classroom management is included as an integral part of its standards for processes.

Classroom management as one important feature of curriculum has attracted many scholars to conduct research in this area (Clunies-Ross et al., 2008; Kennedy & Thomas, 2012; Oliver & Reschly, 2010). In the Indonesian context, classroom management is included in the standards for processes and must be supervised and analyzed in order to see whether or not the process is on track in accordance with the curriculum (Kementerian Pendidikan, 2013).

In addition to the curriculum for classroom management, curriculum for English has been a frequent subject of research not only in English speaking countries but also in non-English speaking ones (Ellis, 1997; He et al., 2011). Further, in the Asian region, namely in China, Japan and Singapore, language curriculum has been planned around a communicative language teaching (CLT) approach to promote young learners' language proficiency and this also relates to the implementation of classroom management (Ellis, 1997; Hardman, 2008; He et al., 2011). In dealing with successful implementation of classroom management including the teaching-learning processes for English as a Foreign Language (EFL), teachers play important roles (McIntosh et al., 2006).

This study was done to obtain information about the implementation of classroom management in Indonesia in accordance with the latest, 2013, Indonesian curriculum, from the perspective of teachers of English. This study was expected to provide information and analysis of the implementation of classroom management in Indonesia in order to make a contribution for all stakeholders for the betterment of Indonesian curriculum generally and for EFL education specifically. The research questions of this study were specifically intended to answer the following research problems:

- a) How is the classroom management done for teaching-learning ESL in senior high schools in Jambi, Indonesia?
- b) What problems are there in the implementation of classroom management for ESL in Jambi?

2. LITERATURE REVIEW

2.1 Curriculum

The term curriculum refers to a variety of things, including the subjects taught in a school or a program, the documents that list the subjects taught, a set of teaching materials that are organized in some sequences of frameworks or a framework for selecting and organizing learning experiences (Bobbitt, 1918; Ellis, 1997; Kementerian Pendidikan, 2003; Richards & Rodgers, 1999). The study of curriculum implementation and its features have provoked thought for many years (Bire, 1996; Bouck, 2008;

Camicia & Zhu, 2012; Ellis, 1997; He et al., 2011). In terms of a formal juridical definition, curriculum is defined as a public policy on the basis of Indonesian national philosophy. In addition, Indonesia has already implemented numerous curricula known as the curriculum of 1950, 1958, 1962, 1968, 1975, 1984, 1994 and 2006 (Kementerian Pendidikan, 2012).

2.2 Standard of Process of Indonesian Curriculum

The standard of process in the latest Indonesian curriculum, 2013 curriculum is the criteria for the teaching and learning processes in order to achieve the highest possible standard of competence. The processes of teaching and learning are planned to be more interactive (enabling time and space for students to communicate), more challenging (giving students the chance to be more creative), more fun (creating a better atmosphere in the classroom), and more motivating (encouraging students to actively participate in the processes of teaching-learning). The 2013 Curriculum has six chapters (Kementerian Pendidikan, 2013):

- 1) The introduction that contains teaching-learning principles in conformity with the standards for graduate competency,
- 2) The characteristics of teaching-learning,
- 3) The planning of teaching-learning, syllabi and lesson plans,
- 4) Implementation of the teaching-learning process,
- 5) Evaluation of the teaching-learning process, and
- 6) Supervision of the teaching-learning process.

The implementation of the teaching-learning processes in the 2013 Curriculum especially focuses on two items (Kementerian Pendidikan, 2013):

- a) Classroom management, and
- b) The teaching-learning process.

Sternberg and Williams (2002) define classroom management as a set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students; classroom management is an important item included in the latest Indonesian curriculum (Kementerian Pendidikan, 2013).

2.3 Classroom Management

Because classroom management is an important feature of curriculum, research on the implementation of classroom management has attracted many scholars to conduct research in that area (Clunies-Ross et al., 2008; Kennedy & Thomas, 2012; Oliver & Reschly, 2010). Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social-emotional learning (Evertson & Weinstein, 2006; Oliver & Reschly, 2010). The inclusion of classroom management within the roles required of teachers has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. Clunies-Ross et al. (2008) and Kennedy and Thomas (2012) have written that teachers should be seen as communities whose opinions, arguments, suggestions, and conclusions must be considered. Teachers therefore play important roles in determining the success of students and classrooms. For teachers to create effective and efficient teaching-learning

appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (McIntosh et al., 2006).

The positive outputs from a well-managed classroom facilitate the teaching-learning process and foster participation in class activities while an unprepared and unmanaged classroom can have negative effects on students' learning and participation in activities which will increase classroom management problems (Kayikci, 2009; Matus, 1999; Sasidher, 2012). Problems will appear due to failure to manage the resources of the classrooms, especially with large class sizes, in such matters as time management, socio-cultural differences, lack of student motivation, teachers' enthusiasm and personal factors such as family problems, home factors, feelings of inadequacy, and financial factors (Gower & Walters, 1988; Matus, 1999; Mckinney et al., 1983; McPhillimy, 1996; Prodromou, 1992; Sasidher, 2012). In conclusion, classroom management (CM) problems emerge due to failure to manage the related resources.

2.4 Indonesian Classroom Management

In the Indonesian educational context, CM has been regulated by the Minister of Education through Decree No. 65 (Kementerian Pendidikan, 2013). The CM steps to be implemented include: teachers must adjust the volume and tone of their voices, teachers must speak politely, clearly and be easy to understand by their students, teachers must dress modestly, be clean, and tidy, they must organize the seating, they must encourage and reward students to ask and argue, create order, discipline, convenience, and safety for the teaching-learning processes, they must provide reinforcement and feedback in response to students questions and return students' assignments and give out results whilst the learning process takes place, they must adjust the speed of the subject matter to the ability of their students to learn. At the beginning of each semester, teachers must explain to their students, the syllabus for each of their subjects and they must begin and end the teaching-learning processes according to the term schedule.

2.5 Curriculum for the Study of English

The implementation of a new English curriculum has become a subject of research, not only in English speaking countries but also in non-English speaking ones (Ellis, 1997; He et al., 2011). Further, in the region of Asia namely in China, Japan and Singapore, language curriculum has been planned around a communicative language teaching (CLT) approach to promote young learners' language proficiency (Ellis, 1997; Hardman, 2008; He et al., 2011). It has also been argued that curriculum should promote more of a dialogic pedagogy in whole-class, group-based and/or one-on-one teaching to guide the co-construction of knowledge and the use of English (Hardman, 2008). In addition to transcribing, rote, recitation, instruction, and exposition, the classroom pedagogy should promote discussion (open exchange of views and information and problem-solving) and dialogue (co-construction through open questions which allow for more than one answer, probing and building on answers from pupils) (Alexander, 2008). On top of that, the well-implemented curriculum is a key point in the success of a curriculum system. Further, new curricula feature CM as an influential issue to determine whether a new curriculum is well-implemented.

2.6 English in Indonesia

English was the first foreign language required to be taught in junior and senior high schools by central government policy since independence in 1945. It is prioritized over other foreign languages such as Arabic, Chinese, and others (Dardjowidjojo, 2000). The Ministry of Education stated that the teaching-learning of English as a foreign language in Indonesia was intended to equip students to read textbooks and references in English, to participate in classes and examinations that involved foreign lecturers and students, and to introduce Indonesian culture in International arenas. These general objectives were represented in the high school English curricula of 1975, 1984, and 1994 (Dardjowidjojo, 2000). English is currently taught for at least two hours a week in all levels at senior high schools. Students in grade X at senior high schools study English for three hours a week while the students in grades XI and XII attend English classes for four hours a week as one of the optional subjects (Kementerian Pendidikan, 2013).

From a total of 6410 senior high schools in Indonesia, 1270 senior high schools across the country were selected as pilot project schools for the new curriculum. In Jambi Province, 92 high schools were selected for the pilot project to implement the new 2013 Curriculum (Kementerian Pendidikan, 2013). The Minister of Education in the new government of Indonesia under President Jokowi issued a decree that those schools where the 2013 Curriculum had already been implemented for 3 semesters were to keep implementing the new curriculum in 2015-16 but no other high schools would start to use the new curriculum until it had been reviewed (Kementerian Pendidikan, 2005).

Two of the schools which will continue to implement the 2013 Curriculum are SMAN (State Senior High Schools) 1 and 5 Jambi. These schools started implementing the 2013 curriculum for students in grade X in 2013 and for grade XII in 2015. The reasons for choosing these schools for the research study were because:

- 1) These are government schools which can represent most schools in Jambi,
- 2) These 2 schools are located in the heart of the city and are easily accessible by everyone living in Jambi which means that the students come from a wide variety of places in the city of Jambi,
- 3) During an earlier visit, we were given approval to conduct research at these two schools.

3. METHOD

This research used a qualitative design with a case study approach. This enabled researchers to work with small groups to gain in-depth information, understanding, and wider insights on the subjects selected (Patton, 1990; Yildirim & Donmez, 2008). Furthermore, (Creswell, 2012) says that the case study approach focuses deeply on the exploration of a bounded system (e.g. an activity, an event, a process, or even an individual).

The participants in this study were officially invited to participate by the Dean of the Faculty of Education and Teacher Training at Jambi University. Eight teachers of English from these two national senior high schools (SMAN 5 and SMAN 1 Jambi), each with more than 5 years of experience in teaching English were selected as a

purposive sample. In qualitative research, both Creswell (2012) and Mack et al. (2005) state that in ‘purposive’ or ‘purposeful’ sampling the researchers choose participants or sites that will give useful information about a phenomenon. In addition, purposive sampling is the most common strategy used to find relevant informants for research questions. The distribution of participants is set out in Table 1 that follows.

Table 1. Participants’ distribution for interviews and for Focus Group Discussion.

<i>Codes</i>	<i>Age</i>	<i>School</i>	<i>Status</i>	<i>Teaching experience</i>	<i>Education level</i>
AK	31	SMAN 5 Jambi	Married	5 years	Bachelor in English Education
SM	45		Married	17 years	
NT	50		Married	26 years	
TH	45		Married	19 years	
AL	47	SMAN 1 Jambi	Married	21 years	
IP	48		Married	22 years	
AN	38		Married	18 years	
TU	37		Married	16 years	

In the principles for research ethics, respect for persons requires a commitment to ensure the autonomy of research participants where autonomy may be diminished and to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (Mack et al., 2005). And thus, in this research, names of the participants are initials, i.e. a pseudonym in order to protect the confidentiality of the participants.

We used semi-structured interviews, a FGD (Focus Group Discussion), observations, and review of documents to collect data. A semi-structured interview is a qualitative research instrument for collecting data which ensures that each interviewee is presented with exactly the same questions in the same order allowing a researcher to enter into the inner worlds of other people and gain an understanding of their perspectives using a set of prepared questions (Creswell, 2012; Patton, 1990). Furthermore, Yoell (1974) notes that a FGD is a way to get in-depth information in qualitative research. Creswell (2012) states observations are the noting of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest. In addition, according to Johnson and Christensen (2008), documentation includes anything that is written, photographed, or otherwise recorded for certain purposes.

Each participant was interviewed at each school for 30-40 minutes and all interviews were recorded using a Lenovo K4 smartphone. All eight participants were invited to be involved in one FGD held at SMAN 5 Jambi, which lasted for three hours and was recorded with the same smartphone. Observations of classroom activities were done in each school to obtain field evidence. Additionally, documents were copied to get additional information: the teachers’ lesson plans and the grade XI English text book.

Triangulation, member checking and reflexivity were applied (Creswell, 2012; Johnson & Christensen, 2008; Mukminin & McMahon, 2013) to test the trustworthiness of the data collected for this study. We did triangulation in the research seeing it through analysis of the data from the interviews, FGD, observations, and document review. To verify the accuracy of the data, we returned the transcribed interviews and FGD data to each teacher involved for checking. This was done to make sure that each

of the teachers were in agreement with the data which we obtained and used from them and each teacher or participant allowed us to use data that came from them in our research. Creswell (2012) states that researchers have to explicitly identify their biases, values, and personal interest about their research topic, process, and access to the research participants. Through reflexivity, we actively engaged in critical self-reflection about our potential biases. Through reflexivity, we became more self-aware to control our biases. We did the self-reflection by discussing whether we had bias and if so, what bias did we have in our analysis.

Marshall and Rossman (1999, p. 150) have explained that qualitative data analysis is “a messy, time consuming, creative, ambiguous, and fascinating process” and “undoubtedly, no consensus exists for the analysis of the forms of qualitative data” (Creswell, 1998, p. 140). In analyzing the data, interviews and FGD were recorded with a recorder and transcribed, then meticulously analyzed and categorized into one of several themes. On the first step, we did what Miles and Huberman (1994) have called “within case analysis.” After the interviews and FGD audiotapes were transcribed verbatim, we did analysis and categorization into themes and sub-themes. Then we did what Miles and Huberman (1994) have called “cross-case analysis.” We re-analyzed and compared the transcripts from all eight teachers in order to find the frequency of statements among participants for each general theme and for each sub-theme. We also did a cross-case analysis in order to remove repetitive data (e.g. one participant made the same statement several times). To support the data from the interview and FGD, observations using field notes were done to see the happenings in the classroom related to the people’s behavioral patterns in certain situations to obtain information about the phenomenon of classroom management processes and problems (Creswell, 2012).

4. FINDINGS

The findings of this study examining classroom management implementation, processes and problems are divided into three themes: teaching standards, rules, and procedures, classroom climate and schedules.

4.1 Teaching Standards, Rules, and Procedures

The voice projection, tone and vocal character of each teacher and the comprehensibility and appearance including way of dress of each of them are all items in this part. The data from the study is presented in Table 1 that follows.

Table 2. Findings concerning the teaching standards, rules, and procedures.

<i>Sub-theme</i>	<i>The description of the classroom management</i>	<i>In line with the curriculum?</i>	<i>Problems found</i>
Voice projection, tone and character of voice of each teacher	Each teacher could easily be heard by all her students, except at some times, in some classes they were hard to hear due to the noise outside.	yes	Noise from outside of the classroom.

Table 2 continued...

Comprehensibility of each teacher, her words and delivery	They each used language that was straight forward and easy to understand and each one explained the meaning of new or difficult words and collocations.	yes	Some difficult words were found in the textbooks. The large number of students in each class made class management difficult.
Appearance of each teacher	Each was dressed appropriately with appropriate hirsuteness or hair covers	yes	No problems.

We sat in desks in the back-row, far from the teachers' desk, and they found that the voice of each teacher could usually be heard well from there except when there was a lot of noise from outside the classroom. The teachers in the interviews and in the FGD admitted that they have attempted to make their voice, tone, and volume clearly heard by checking with the students who were sitting the farthest away from where they were standing and by speaking louder and slower and more distinctly than they were normally accustomed to and even, in some cases, by yelling. Two of the teachers reported as follows (E refers to Excerpt from the data):

E1 *"I understand that I [my voice] should be heard by all the students there in the classroom. Actually I did something about it; I always asked the students the farthest from me whether they could hear me clearly or not". (AK)*

E2 *"I sometimes speak very loudly to the students to make sure that they can hear what I am talking about". (TU)*

Even though three of the teachers had done their best to project their voice tone and volume, they still had problems. The situation outside of the classroom influences the background noise level and hence the receptive ability of the students. The other problem that occurred in the classrooms was those located in between or next to a sports-field. The loud noises and shouting by the students and their instructors doing physical exercises created an uncomfortable situation in the adjacent classrooms due to the high background noise.

Delivering polite, straightforward and easy to understand words must be done in the teaching-learning process in line with the curriculum. Based on the results, each teacher was easy to understand. We found no inappropriate or taboo words, phrases, and sentences used in their teaching, no racism, sexism, etc. The results from the interviews and the FGD also support this result.

E3 *"Certainly, we use polite words, straight forward and easy words. It is a teacher's obligation to never use bad, taboo or swear words and to use good English on most occasions". (SM)*

E4 *"As teachers, we have to produce good sentences [not bad language]. When we feel anger we must be more patient with our students. We must set an example for our students". (TH)*

Some problems that emerged in the observation sessions were: when there were difficult words in the reading exercises, the teachers, found the difficult words in the

reading passages but the students seemed not to worry about them, they could not care less. Furthermore, the teachers sometimes pronounced some words incorrectly. The large number of the students was also a problem. They could not check on each student, one by one, to make sure that each of the students understood the meaning of all of the words.

Teachers have to dress modestly, cleanly, and tidily to meet the requirements of classroom management in the curriculum and based on the results of this research they all did. All these teachers always wore their official uniforms in the observation sessions and in the interviews and the FGD, the teachers said that they always dressed properly in the classroom. They never broke the rules because they believe that they are must set an example for their students. Two of the teachers said,

E5 *“I use appropriate dress daily, and I think it is important to be well-dressed since we have to set a good example for our students. Not to mention pants, wristwatches, and belts. But batik is the best thing”.* (NT)

E6 *“I am fashionable I think because I always take care of my outfits. I dress appropriately in the classroom, I wear a blazer sometimes, batik and a shirt and our uniform. I also put on pants and a long skirt, not short one and some accessories but for my English class that you observed I used my formal dress”.* (IP)

When not wearing the official uniform, the male teachers confirmed that they wear formal shirts (not T-shirts), long pants and shoes, as well as wristwatches and neat hair in the classroom while the female teacher(s) put on a blazer, a long skirt, head scarf and formal shoes.

4.2 Classroom Climate

In classroom management, classroom climate is divided into four sub-themes:

- (i) the students' seating arrangements,
- (ii) encouragement to get students to ask and argue,
- (iii) order, discipline, convenience and safety in the organization of the learning processes, and
- (iv) Providing reinforcement, feedback and returning assignments done by the students.

The data from the study is presented in Table 3 that follows.

Table 3. Findings about classroom climate from the interviews, observations and FGD.

<i>Sub-theme</i>	<i>Description of the classroom management implementation</i>	<i>In line with curriculum?</i>	<i>Problems found</i>
(i) student seating arrangement	The teachers said they never set the seating arrangement.	no	Large number of students, space in the classroom, and not enough time
(ii) encourage students to ask and argue	They did attempt to encourage their students to ask and argue.	yes	Crowded classes, students' anxiety.

Table 3 continued...

(iii) discipline, order, safety and convenience in the learning process	They warned students who made much noise, punished those who made mistakes, and asked them to be on time.	yes	Large number of students, time consuming, and students' discipline.
(iv) reinforcement, feedback, and returning assignments	They complemented students when they had done things well and returned assignments to students.	yes	Large number of students, one teacher did not return assignments to students (NV).

First, teachers must adjust the students' seating arrangement which is related to the objectives of the learning process and the characteristics of the students and this was not implemented in line with the curriculum. The seating arrangements remained in the same pattern although the teachers varied the activities and strategies in their teaching-learning processes. The teacher's desk and chair was always on the left in the front of each classroom while the students' chairs and desks were neatly set out in rows from the front to the back of each classroom. The teachers all said similar things in the interviews and the FGD: They hardly ever adjusted the students' seating arrangements. They were accustomed to working with the fixed arrangement. Some teachers said:

E7 *"Honestly, I never change the position of the students' seating arrangements...It is hard to say but that is the truth"*. (TH)

E8 *"There are problems in this area. There are too many students in the classroom and the room is too small to get them to sit in groups. Besides, it is so time consuming. You know, our time (for one class) is only around one and a half hour"*. (TU)

There are problems in adjusting the students' seating arrangements based on the results from the interviews and the FGD. The teachers say: 1) there are too many students in the classroom, 2) the classrooms are too small to move the chairs and tables around, and 3) it is time-consuming to change the students' seating arrangements.

Second, the teachers must encourage and reward the students to ask and argue. This was done by giving the students enough time to work in pairs or in groups of four, to ask if they have questions to submit and to give applause or good scores for those who actively asked and argued. NT and IP who are amongst the senior teachers not only tried to engage their students to have discussions while the observations were taking place but they also encouraged them to ask about anything related to the topics taught. They grouped the students and asked them to discuss the material given and then they had to present what they had discussed. The interviews and the FGD results showed that all these teachers had made attempts to encourage their students to ask and argue. One of the teachers said in the interview:

E8 *"I want my students to be able to (ask and argue), you know, that's the purpose of learning a language; I give the students time to ask and argue with me or with their friends. It's so good to see them present what they have done"*. (TH)

E9 *“We believe that students will be better if the students are active in the process of teaching and learning. We should also keep them working independently in order to build their ability to work in a team”.* (IP)

One problem that emerged was that teachers need to make extra efforts (and have extra time) to encourage all their students to ask and argue because not all students have the self-confidence to say what they want to say and some students tend to dominate the asking and arguing sessions unless those students are controlled by the teacher.

Third, teachers must create order, discipline, convenience and safety according to the curriculum. The findings showed that each teacher was committed to doing that by warning students who made too much noise and even giving punishments to those who were very unruly and by asking all of the students to come on time. From the interviews and the FGD, two teachers said:

E10 *“I think I did it...to create order, discipline, convenience, and safety during the teaching-learning processes. I always warned students to behave and I checked their attendance on the list and always warned those students who were not punctual”.* (AN)

E11 *“I have always tried to do it by many attempts and it is our responsibility to create a conducive situation in the teaching processes”.* (AL)

Classes that were too big were the main problem which made teachers need more time to create order, discipline, convenience and safety in the teaching-learning processes. Further, the students also often broke the rules for example by coming late, by not bringing the books they needed or by wearing informal clothes and by having their cell phones switched on in the classroom.

Fourth is providing reinforcement and feedback to the students' responses and their work results was another thing that had to be carried out in this theme. The findings showed that all these teachers had implemented this by complementing students who had done good things, for instances: speaking actively, asking questions, arguing and presenting. Furthermore, two teachers, TH and IP also returned, gave the correction and scored the students' assignments. The interviews and the FGD results showed that the teachers agreed with the results from the observations. One teacher reported:

E12 *“On this matter (reinforcement and feedback), we frequently do it, every chance we get. I also give homework back to the students. That is a part of our responsibilities as teachers.”* (TH)

A big problem in this area was that there were too many students in each class and their teachers only had limited time with them. There were so many students in every class that each teacher had to pay attention to, and with the limitations of their time, they could not check all of the assignments and sometimes they missed some.

4.3 Timing and Scheduling

Timing and scheduling include the speed of adjustment to the subject matter and the speed of the students to learn, explanation of the syllabus and of the subjects at the start of the semester and punctuality in starting classes according to the time schedule. The data from the study is presented in Table 4 that follows.

Table 4. Findings for timing and scheduling from interviews, observations and FGD.

<i>Sub-theme</i>	<i>Description of the classroom management implementation</i>	<i>In line with curriculum?</i>	<i>Problems found</i>
Adjustment of time to the subject matter and the ability of students to learn	Teachers made sure that the students have got something from the material given and the way that they spoke was not too fast.	Yes	Large number of students.
Explanation of syllabus at the beginning of the semester	The teachers explained the syllabus and the subjects at the start of the semester.	Yes	No problems.
Punctuality in attendance according to schedule	Some of the students came late to class.	Some (yes)	Need more discipline.

Teachers must adjust their speed of teaching with the subject matter and the ability of their students to learn. The findings revealed that teachers could manage the speed adjustment by speaking appropriately (not too fast or too slow) and by repeating where necessary. The way teachers' teaching was being done in line with the curriculum. They said similar things in the interviews and the FGD as shown below.

E13 *"I always make sure that they (my students) have all understood my orders, explanations and so on. I speak really slowly in the classroom"*. (TU)

E14 *"Even though I speak a little fast, I think the students could get my ideas. I also give time for them to speak out. And make sure that I am not too fast in dealing with it, I mean the speed of the subject"*. (NT)

Problems that were still found in this section were that the classes were too big and the time was too short. There were more than 40 students in every class and it was difficult for all of the students to get the materials. The limitation of time was also a problem (one teaching-learning session was 90 minutes).

It is compulsory for teachers to explain about the syllabus of the subjects at the beginning of the semester. We could not observe this item as their observations were carried out during the mid-semester. In the interviews and the FGD, two of the teachers reported that they explained the syllabus and the subjects at the beginning of the semester.

E15 *"I always explain the syllabus at the beginning of the semester. The students will then have pictures of what will happen in the next meetings. I think I have the idea based on the course in my college where the lecturers always explained the syllabus at the beginning of the semester."* (AN)

In explaining the syllabus of the subject at the beginning of the semester the teachers had no serious problems. A teacher reflected:

E16 *“I have no problems in doing that [explaining the syllabus in the beginning of the semester]. It depends on the teachers to explain it or not”*. (AL)

The curriculum set the rule for the teachers to begin and end the learning process according to the time schedules. From this research, it was found that two of the eight teachers did not always follow the rules. Based on the observations, these two teachers were not always punctual in coming to the classroom. The interviews and the FGD did not show similar results, the teachers all said that they were always on time. Two of the teachers said:

E17 *“I think I always start the teaching-learning process according to schedule. You can see that from your observations”*. (AK)

E18 *“Yes, I always start and end it (the teaching-learning process) on time. Even though, sometimes, we have to calm them (the students) down first before starting, but I think I have done it (starting and ending the teaching and learning process on time)”*. (AN)

The only problem in this part was the self-discipline of the two teachers. But this was not admitted by the two teachers concerned in the interviews. One of these teachers said:

E19 *“I have no problems with it (starting and ending the teaching-learning process on time). But I think to get their attention is the main problem”*. (SM)

5. DISCUSSIONS

This research provides empirical findings about classroom management implementation, processes and problems in accordance with the latest Indonesian curriculum, the 2013 curriculum (Kementerian Pendidikan, 2013). The processes which include teaching performance, classroom attitude and time management have mostly been in accordance with the 2013 Curriculum. The findings presented here also show that the problems that appeared in the process of implementation of classroom management have all been discussed in many previous studies (Gower & Walters, 1988; Matus, 1999; Mckinney et al., 1983; McPhillimy, 1996; Prodromou, 1992; Sasidher, 2012).

5.1 Teaching Standards, Rules, and Procedures

The teaching performance includes the teachers' voice projection, tone and vocal character, their comprehensibility and their appearance. In the findings, all the teachers could be easily heard by the students in almost all the classrooms. The ways that teachers used to make sure that they could be clearly heard by all their students was (i) by questioning students who were sitting farthest from them to see if they understood

what the teacher had just said, (ii) by speaking louder than they usual, and even (iii) by yelling in some cases.

Secondly, the use of customary language, straightforward and easy to understand is another rule in the curriculum for classroom management. Based on the observations, interviews and FGD, the teachers all used customary words, straight forward, and easy to be understood. We found no taboo or inappropriate words used in the teaching-learning processes. This was also acknowledged in the interviews and the FGD.

Thirdly, in this part of teaching performance it is stated that teachers must dress properly as part of classroom management. In this study all the teachers always dressed properly in accordance with the curriculum and most put on their official uniform in the observation sessions. In the interviews and the FGD, all the teachers said that they always wore proper dress in the classroom because they think that it is important to set an example for their students.

5.2 Classroom Climate

Students' seating arrangements, encouragement to make students ask and argue, order, discipline, convenience and safety in the organization of the learning process, and providing reinforcement, feedback and returning students' assignments are all parts of classroom attitude in the 2013 Curriculum.

First, teachers are responsible for adjusting the seating in their classes which is related to the objectives of the learning process and the characteristics of the students and the results here were not in line with the curriculum. Based on the findings, the seating always stayed in the same position although a variety of activities were held there. The teacher's desk was always on the left at the front of the classroom while the students' desks were arranged neatly in rows from the front to the back of the room.

Second, teachers must encourage and reward the students when they ask and argue and this was done in line with the curriculum. It was conducted by providing students enough time to work in pairs or in groups of four, to ask if they have questions, to submit and to give applause or good scores for those who were active.

Third, it was about order, discipline, convenience, and safety. The findings showed that the teachers have implemented the rules for creating order, discipline, convenience and safety in the process of English teaching-learning. They have done it by telling students who made too much noise to keep quiet, giving punishment for those who were unruly and asking students to be on time.

Finally, providing reinforcement and feedback to the students for their responses and their work results is a must in the curriculum. All the teachers implemented this by praising the students if they had done good work in the process of learning English and by giving feedback on their work results.

5.3 Timing and Scheduling

Timing and scheduling include adjustment of the speed of teaching to the subject matter and the ability of their students to learn, explaining the syllabus of the subjects at the beginning of the semester, and punctuality in the learning process according to the time schedules.

First, each teacher should adjust their speed of teaching the subject matter according to the ability of their students to learn. The findings revealed that all the

teachers could manage this speed adjustment. They always made sure that the students had got something from the material given and the way they spoke was not too fast and they repeated important materials. In short, the way the teachers taught was done in line with the curriculum.

Second, each teacher is obliged to explain to the students about the syllabus and the subjects at the beginning of the semester. This activity could not be done in the observations as they were done mid-semester. From the interview and FGD results, the teachers reported that they always explained the syllabus and the subjects at the beginning of the semester.

The rules also state that teachers are to begin and end the learning process according to the time schedule. From the findings, two of the eight teachers had not always done this as they were frequently not on time starting the teaching-learning process: they arrived late at their classroom, after the bell to start the class had rung but they were always on time when the bell rang to end the session.

Some problems that emerged in the introductory, core, and closing activities were: 1) the teachers were not keeping up-to-date with the latest technology, 2) their schools lacked up-to-date equipment, 3) there were too many students in each class, 4) space: the rooms were too small for the large number of students, 5) less opportunity for the students to practice (because the classes were too big), and 6) situational problems, i.e. crowding in some classes. These problems are in accordance with findings from some previous studies which have revealed that the phenomena of classes being too big appears to be due to the failure to provide adequate resources, i.e. more teachers and more classrooms (Gower & Walters, 1988; Matus, 1999; Mckinney et al., 1983; McPhillimy, 1996; Prodromou, 1992; Sasidher, 2012).

6. SUGGESTIONS AND POLICY IMPLICATION

Arising from the results of this research, we would like to make some suggestions and recommendations for all parties, teachers, school administrators, principals, and policy makers. Gower and Walters (1988) concluded that stakeholders in educational institutions should consider assessing to what extent effective classroom management is implemented since assessment plays a vital role in developing the basic skills for students who are the corner stone in the teaching process. Teachers should be assessed in order to improve their performance and to avoid negative issues if there are any.

In this study, we have some suggestions and policy recommendations:

- (i) High schools should keep up-to-date with the latest technology especially senior teachers who are not accustomed to using recent technology.
- (ii) Have smaller classes, 25 is a good maximum number of students.
- (iii) Create more discipline to maintain better conditions in the classrooms.
- (iv) Provide more trainings for implementing the new, 2013, curriculum.
- (v) Give more students opportunity to be active (student learning centers).
- (vi) Organize the students' seating arrangement in line with activities and needs.
- (vii) Start classes punctually.
- (viii) Speak more slowly and deliberately.
- (ix) Give more homework.

In addition, the suggestions and policy implications below are also submitted for consideration by both the schools and also the educational authorities, national and provincial:

- (a) Provide more technological support for the teaching-learning processes,
- (b) Provide more teachers training for teaching English in accordance with the 2013 Curriculum,
- (c) Limit the number of students in each class to a maximum of 25,
- (d) Build more classrooms in accordance with the 2013 curriculum, and
- (e) Discipline teachers who do not start class meetings on time.

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