

**THE CHARACTERISTICS OF CLASSROOM MANAGEMENT OF THE
ENGLISH COURSE IN ARKA PARAMITA
FOREIGN LANGUAGE CENTRE YOGYAKARTA**

Abstract

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This research is aimed at identifying and describing the characteristics of English classroom management in Arka Paramita Foreign Language Centre Yogyakarta, which occur and can be detected in the field.

This research, which is descriptive with a naturalistic approach, was conducted at a private course, namely Arka Paramita Foreign Language Centre Yogyakarta. The respondents were the English Instructors and the learners of the March-April session. The researcher collected the data by observing the March-April session learners and conducting in-depth interviews with the instructors and the learners. The data were in the form words, phrases, clauses, and sentences. Since the research is qualitative-descriptive, the data were analyzed through categorization based on the continuous comparison technique. To get the trustworthiness of the data, the researcher used the triangulation technique.

The result shows that the classroom management can be divided into three main categories, that is at the beginning of learning, during learning, and at the end of learning. At the beginning of learning, the management is focused on four aspects. Those aspects are learners, material, time, and space. There are two management activities done for the first aspect, namely checking the attendance list and managing late learners. The second aspect, material, also covers two kinds of managements: checking and reviewing previous lessons and breaking the ice. The third aspect, time, consists of two managements, that is giving time to wait and discussing free topics. The last aspect, space, comprises three kinds of management activities, that is setting up the light, setting up the ventilation, and allowing learners to choose their seats.

During the learning, the instructor focuses upon five aspects in managing class: namely, learners, material, time, space, and media. Management on learners during the learning is divided into two, that is encouraging learners to speak and overcoming learners' problems. Then, the second aspect, material, is divided into two categories, that is presenting material and determining instructional language. Furthermore, the third aspect, time, is divided into three categories: setting time on explanation, giving time on exercises, and providing time on a discussion. The fourth aspect, space, is divided into two categories, that is arranging learners' seats and setting instructor's seat. The fifth aspect, media, is divided into three categories, that is utilizing dictionaries, utilizing a tape recorder, and utilizing the whiteboard.

At the end of learning, the classroom management is focused on three aspects, namely learners, material, and time. Managing learners at the end of learning includes letting learners to finish expressing their opinion and permitting learners to leave the class. Managing material at the end of learning covers ending the material discussion and reminding the next topic. Finally, managing time is divided into two categories, that is managing remaining time and managing extended time.