Exploring EFL Teachers' Classroom Management Approaches and Students Responses to Male and Female Teachers

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Abstract: The goal of this study is to explore the EFL classroom management approaches and how students respond to classroom management by the male and female English teacher. The subjects of the research were two English teachers and 60 students. This research is based on qualitative research. The data analysis was carried out in three phases: data reduction, data presentation, and conclusions. This study finds four types of classroom management by male English teachers and female English teachers. The first is the seating arrangements, the second is the rules and procedures, the third is the discipline, and the final is the teachers' appearance. Meanwhile, questionnaires and interviews show that there is a positive response to classroom management that has been carried out by English teachers, both male and female.

Keywords: classroom management; teaching English; gender Perspective

A. INTRODUCTION

English has been the universal language of the world for decades. It is hard to find a country where learning English has not become the norm (Mahu, 2012). As a global language, English certainly offers a variety of benefits for its users. However, for non-speaking English countries, English becomes a second language and a foreign language that requires more effort to learn (Larsen-Freeman, 1991).

In Indonesia, English as a foreign language is certainly not used in everyday life. It is only taught in English classes in various schools ranging from elementary school to college level. This condition allows students to get practical English-speaking

opportunities if there are English classes or by taking courses outside of school (Ababneh, 2012; Gultom & Saun, 2016). EFL classrooms and other classrooms require certain elements necessary to make it useful and exciting for both the teacher and the learners (Ababneh, 2012).

The right teaching technique and media primarily dictates students' progress in learning a language (Barnard et al., 2002; Fathi, 2018; Kumaravadivelu, 2005). Teachers are expected to consider the essential components of learning practices in the classroom. Teachers are also expected to understand and study the philosophy of teaching themselves (Benson, 2007; Gauker, 1987; Johnson, 2003). Teaching is about transferring information and a variety of habits that would be proprietary to students (Briefing & Series, 2002; Harris & Harris, 2019; Hismanoglu & Hismanoglu, 2011). So EFL teachers must bear in mind that neither control nor discipline but setting an appropriate climate for learning in their class is their most important task for classroom management (Ababneh, 2012).

In general, classroom management refers to how a teacher regulates and controls student movements, behavior, and interactions during lessons (Habibi et al., 2018). The teacher's task in the classroom is to create the conditions in which effective learning can occur (Khan, 2011). To make learning effective, a teacher must have the skills to manage the class. That can be done through positive attitudes, intentions, teacher personality, and good relationships between teachers and students. (Bugis, et all. 2018). It also requires certain organizational skills such as task organization, learning organization, and engineering.

Paramita (2013) states that when teachers do not have sufficient knowledge about classroom management, they cannot easily maintain their class and provide a good model for their learning. She also added that if classrooms are not appropriately managed, learning ineffectiveness will be a loss for teacher achievement. Classroom management includes grouping and seating, organizing activities, time management, teacher control, good start and end of lessons, maintaining discipline, using appropriate tools and techniques, providing instruction, and monitoring (Aliakbari & Heidarzadi, 2015; Brown, 2007; Richards, 2015).

Classroom management as one crucial feature of the curriculum has attracted many scholars to research this area (Kang, 2013; Kazemi & Soleimani, 2016; Marashi &

Assgar, 2019; Rahimi & Asadollahi, 2012; Sakui, 2007). Those researches mostly discussed EFL classrooms related to another field. The difference between this study and previous studies is by adding a gender perspective, where students are asked to respond to classroom management conducted by male teachers and female teachers.

Apart from classroom management factors, gender or gender factors also affect teaching English. Murray (1992) in his article " *You just don't understand: Women and men in conversation,*" has seen the differences in language style between men and women. One example is that there is a tendency for men to use language to maintain their independence and maintain their position in the group. Instead, women use language to make connections and identities.

From some of the previous views, researchers were interested to explore the EFL teachers' classroom management approaches in teaching and learning process. This study also intended to get students responses on the way of learning of the male and female teachers in implementation classroom management in MTs Miftahul Khair Namlea.

B. RESEARCH METHOD

This research uses a descriptive qualitative approach. Descriptive qualitative research is data collection research to test research questions or hypotheses related to current circumstances and events and report the state of the object or subject that is accurate (Cresswell, 2008). Primary data used in this research is obtained directly from the source by using observation and in-depth interviews. Secondary data used is data from the school where the researcher conducted the study.

The data source of this research was students of MTs Miftahul Khair Namlea. The reason for choosing this school is that there are 2 English teachers of different genders to make it easier for researchers to conduct research. Triangulation is used as a technique to check the validity of the data. Triangulation is a data validity checking technique that uses something else in comparing the results of interviews with the object of research (Moleong, 2017).

The data collection technique used observation, giving questionnaires, and interviews. The observation was made to determine how to implement classroom management by male English teacher and female English teacher in teaching English at

MTs. Miftahul Khair. Giving the questionnaire aims to assess the response of students to the implementation of classroom management. Interview techniques are used to obtain more accurate data and be synchronized with the questionnaire's answers.

To analyze the data obtained, use the following steps; (a) Data reduction; the data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming the "rough" data that emerge from records in the field; (b) Presentation of data (Data Display), Presentation of data is preparing a group of information that gives the possibility of drawing conclusions and taking action; (c) Concluding/Verification.

C. FINDINGS AND DISCUSSION

Findings

Implementation of Classroom management in teaching English

a. Seating Arrangement

The teacher's position in the classroom is a crucial factor in classroom management. To communicate with all students in the classroom, teachers sometimes need to move from one place to another, which requires some free space in the class. The following table describes the model of seating arrangement in MTs. Miftahul Khair Namlea.

Table 1. Seating Arrangement in MTs. Miftahul Khair Namlea

No	Classroom management	Description	
		Male Teacher	Female Teacher
1	Seating Arrangement	He does an orderly raws model in the teaching and learning process	She was using orderly raws in the teaching and learning process

a. Rules and Procedures

Rules and procedures are fundamental to be applied. This expectation deals with any behavior that allows the teacher to respect the students and decrease disruptive behavior that could negatively impact the development of the students' learning.

Table 2. Rules and Procedures

No	Classroom management	Description	
		Male Teacher	Female Teacher
1	Rules and Procedure	- Students should not come late. - Students must not misbehave in the classroom - Students can speak in the classroom if they got permission from the teacher	- Students should not come late. - Students are not allowed to eat nor to use mobile phone in the classroom - Students must not misbehave in the classroom - Students can speak in the classroom if they got permission from the teacher

b. Managing Discipline

Discipline is all about the rules teachers apply to decrease students' misbehave and make the classroom environment suitable for the smooth running of the teaching and learning process. Every teacher has their own rules and procedures that they cannot accept to be broken by the students. However, if the students did not obey the rules and procedures, the teacher may warn them.

Table 3. Managing Discipline

No	Classroom management	Description	
		Male Teacher	Female Teacher
1	Managing Discipline	- Students are expected to follow the rule given by the teacher - Students are not allowed to leave the classroom without permission from the teacher. - Treat others with respect	- Students are expected to follow the rule given by the teacher - Students are not allowed to leave the classroom without permission from the teacher. - Treat others with respect

c. Teacher's Appearance

The dress is nothing concerning the learning of students. But, the teacher's outlook creates a learning impression into the minds of students at first look or first

sight. The well-dressed teacher is considered to be knowledgeable and well prepared in the teaching and learning process. The teacher who wore informal clothing was seen as friendlier, flexible, sympathetic, fair, and enthusiastic. The following tab;e describes the teacher's appearance in entering the classroom at MTs. Miftahul Khair Namlea

Tabel 4. Teachers' Appearances

No	Classroom management	Description	
		Male Teacher	Female Teacher
	Appearance	Wear Uniform on Monday, Batik, shirt, long pants, and formal shoes on other days.	Well dressed. Wearing uniform on Monday, while the other day, she tends to wear batik that is adjusted to the color of hijab

Students' Response on Classroom Management in teaching English

The question from the questionnaire is formulated based on the implementation of classroom management by the English teacher. The form of the questionnaire is close-ended, which means the researcher already provided the question. Eighteen questions consist of four questions related to seating arrangement, five questions for rules and procedures, six questions of managing discipline, and the teachers' appearance composed of three questions..

a. Seating Arrangement

Table 5. I feel comfortable studying in the classroom (Statement 1)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	15	15	0	0	0
2	Female teacher	10	20	0	0	0
	Total	25	35	0	0	0

Based on table 5 above, 25 students strongly agree, and 35 students agree with the statement that they feel comfortable studying in the classroom.

Table 6. I like the seating arrangement designed by the teacher (Statement 2)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	10	18	2	0	0
2	Female teacher	9	19	2	0	0
	Total	15	37	4	5	0

Based on table 6, there were 15 who strongly agree with the statement they like the seating arrangement designed by the English teacher. At the same time, 37 say that they agreed, four students tend to be neutral, and five disagree with the statement above.

Table 7. My class is stuffy (Statement 3)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	0	0	0	23	7
2	Female teacher	0	0	0	26	4
	Total	0	0	0	49	11

Table 7 above shows that they were mostly disagree with the statement they class is stuffy. It can be shown that 49 students disagree while 11 students strogly diasgree with the statement.

Table 8. I feel comfortable with the seating arrangement (Statement 4)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	8	20	2	0	0
2	Female teacher	5	18	2	5	0
	Total	13	38	4	5	0

Table 8 shows that mostly students tend to agree with statement 4. It is they feel comfortable with the seating arrangement. It can be seen from the result of questionnaire that there were 13 students who strongly agree, 38 students agree, four students remain neutral. In contrast, five students prefer to disagree.

b. Rules and Procedure

Table 9. The teachers give punishment for the students who were not discipline (Statement 5)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	7	18	0	5	0
2	Female teacher	9	21	0	0	0
	Total					

Table 9 shows that most students agree that the teacher punishes the students who were not disciplined. There were only five students who disagree with the statement.

Table 10. Students must not use cellphones in the classroom (Statement 6)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	13	14	0	3	0
2	Female teacher	11	17	0	0	2
	Total	24	31	0	3	2

It can be seen that 24 students strongly agree, and 31 students agree that students must not use cellphones in the classroom. In comparison, the rest disagree with the statement.

Table 11. Students who are always come in and out during the teaching and learning process will be punished (Statement 7)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	12	18	0	0	0
2	Female teacher	5	25	0	0	0
	Total					

Table 11 shows that most students agree that students who are always come in and out during the teaching and learning process will be punished. In contrast, there were no students who disagree with the statement.

Table 12. Students are not allowed to speak with their friends during the teaching and learning process (Statement 8)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	7	21	0	0	2
2	Female teacher	3	25	2	0	0
	Total	10	46	2	0	2

Table 12 shows that ten students strongly agree, and 46 students agree that the students are not allowed to speak up with their friends during the teaching and learning process. In contrast, the rest tend to choose neutral and disagree.

Table 13. The teacher admonishes the students who come late (Statement 9)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	10	20	0	0	0
2	Female teacher	0	27	0	2	1
	Total	10	47	0	2	1

In statement nine, where the teacher admonishes the students who come late, three students prefer to disagree while the rest agree with that statement.

c. Managing Discipline

Table 14. The teacher gives punishment for the students who have bad behavior in the classroom (teasing their friend, make fun, and joke with their friend during the teaching and learning process) (Statement 10)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	12	18	0	0	0
2	Female teacher	9	21	0	0	0
	Total	21	39	0	0	0

Based on statement 10, where the teacher punishes the students who have bad behavior in the classroom (teasing their friends, making fun, and jokes with their friends during the teaching and learning process) got good responses from the students.

Table 15. Students are not allowed to cheat during the examination (Statement 11)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	2	28	0	0	0
2	Female teacher	8	22	0	0	0
	Total	10	50	0	0	0

Table 15 shows that most students agree that students are not allowed to cheat during the examination. In contrast, none of the students gave a negative response to the statement above.

Table 16. Students who frequently skip school will be penalized (Statement 12)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	12	18	0	0	0
2	Female teacher	5	25	0	0	0
	Total	17	43	0	0	0

Table 16 above shows that 17 students strongly agree, and 43 students agree that students who frequently skip school will be penalized.

Table 17. Students who fought will be penalized (Statement 13)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	10	20	0	0	0
2	Female teacher	5	25	0	0	0
	Total	15	45	0	0	0

In statement 13, students who fought will be penalized got a good response from the students. It can be seen from table 4.13, where most of the students agree with the statement above.

Table 18. Students are not allowed to smoke (Statement 14)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	1	29	0	0	0
2	Female teacher	12	18	0	0	0
	Total	13	47	0	0	0

Table 18 shows that 13 students strongly agree, and 47 students agree that students are not allowed to smoke. While none of the student who gave a negative response from the statement.

Table 19. Students are not allowed to eat something in the class during the teaching and learning process (Statement 15)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	11	17	0	2	0
2	Female teacher	8	21	0	1	0
	Total	19	38	0	3	0

In statement no 15, students cannot eat something in the class during the teaching and learning process got a good response where 57 students agree while none of the students disagree with the statement.

d. Teachers' Appearance

Table 20. I like a well-dressed teacher (Statement 16)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	5	25	0	0	0
2	Female teacher	13	17	0	0	0
	Total	18	42	0	0	0

The table above shows that most of the students in MTs Miftahul Khair like a teacher who well-dressed, 60 students agree with the statement.

Table 21. The teacher's attractive and fun appearance made me feel comfortable in the classroom (Statement 17)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	0	27	3	0	0
2	Female teacher	13	17	0	0	0
	Total	13	44	3	0	0

Table 21 shows that most students agree that the teacher's attractive and fun appearance made them feel comfortable in the classroom. It can be seen from the table above that 13 students strongly agree, 44 students agree, while the rest three students tend to choose to be neutral.

Table 22. I like a teacher who dressed modestly (Statement 18)

No	Sex	SA	A	N	DA	SDA
1	Male teacher	12	18	0	0	0
2	Female teacher	3	27	0	0	0
	Total	15	45	0	0	0

In statement 18, the students like the teacher who dressed modestly got the students' best response. All students agree with the statement, while none of the students choose to disagree or strongly disagree.

Discussion

Implementation of Classroom Management

Teachers in carrying out their duties professionally have a function as executors in classroom management. This task is related to the teacher's activities in carrying out the learning process in the classroom. Teachers face several students who come from different social and emotional environments. Therefore teachers are expected to be able to manage the classroom properly and effectively.

In the classroom teaching and learning process, a teacher needs to strive for or create good teaching and learning conditions. Class as the smallest school community can influence student interaction and learning activities, which can affect the classroom atmosphere and student achievement. A conducive classroom atmosphere will be able to lead to the academic and non-academic achievement of students, as well as to the class as a whole.

Every teaching and learning process in this condition must be planned and endeavored by the teacher deliberately to avoid aggravated conditions and develop into a conducive situation. In implementing classroom management, every teacher has their own way of managing their classroom. The researcher divided classroom management into four: seating arrangement, rules and procedures, managing discipline, and teacher's appearance.

In arranging seating arrangements for the students, male teachers tend to use orderly rows, while female teachers prefer orderly rows and horseshoes. They both have reason to choose it. The male teacher used the orderly row model because he didn't want to be complicated with seating arrangements. Besides, setting up seats also takes time, while they only have 120 minutes to teach. Another reason is that the number of students is too large, making it difficult for him to arrange seats as Harmer (2015) stated that the orderly raws model is suitable for medium to large class. He adds that both teachers and students can see each other clearly in this type of seating arrangement, and they can have eye contact. It makes the teacher more comfortable to maintain discipline with this type of seating arrangement.

Female teachers prefer to change the seating model from orderly raws to horseshoes, and vice versa. We need a new atmosphere in the teaching and learning process, one of which can be done by changing seating arrangements. For example,

seating arrangements are horseshoes where students do not hesitate to talk or discuss. As Harmer (2007) explained, the advantage of this type of seating arrangement is that students can face each other so that they can eliminate their awkwardness when discussing.

Discipline is about the rules teachers apply to decrease students' misbehave. Every teacher has their own rules and procedure which they are not acceptable to be broken by the students. However, if the students did not obey the teachers' rules, teachers may have them warn. Rules and procedures are fundamental to be applied. A teacher must do this to control students' behavior. This statement is In line with Oliver and Reschly (2007), who claimed that teachers should be aware of the students' negative and positive actions and prepare feedback for each behavior. In addition, Evertson (2011) asserts that teachers' achievement could be reached by explaining the objectives of the rules and objectives behind using them so that the students will acknowledge and respect them. English teachers also did this at MTs Miftahul Khair to reduce students' negative behavior. They make rules that all students must obey. Such as students are not allowed to smoke, eat in class, talk during the teaching and learning process, etc.

An appearance is a form of self-image that radiates from a person and a means of communication between an individual and another individual. Appearance is one of the teacher's personalities. A teacher must be a fun attraction for students, for example, in his actions, speech, dress, and problems.

In the learning process, the teacher plays a significant role in generating or increasing all students' attention. With great concentration, students will perform better so that the learning process and results will be better. Therefore, teachers should always make sure that students always pay great attention to learning activities. Teachers behavior is expected to be a good and attractive appearance such as his temperament, how to speak, and how to dress (Kang, 2013; Rivkin et al., 2005; "Teach. Matter Attracting, Dev. Retaining Eff. Teach.," 2008)

Students' Response on Classroom Management in Teaching English

For the results of seating arrangements carried out by male teachers, they received positive responses from students, while for female teachers. However, many students gave positive responses, and some students did not agree with these seating arrangements. Based on these students' interviews, they prefer the type of orderly rows

because they are familiar and comfortable with this type of seating arrangement, as what Ahsan (2019) says that basically, everyone likes things that include comfort. These things can consist of relationships, the environment, and other things that make them feel at home. This feeling is called the comfort zone. When in a comfort zone, it makes people feel relaxed, free from pressure, flexible, happy, and free. The comfort zone makes people not want to get out of the area and want to continue to be there because they feel comfortable.

Based on the results of a questionnaire on managing discipline and rules and procedure, either for male teachers or female teachers, students were more likely to choose to agree with the statement. Even though these statements received disagreement responses from some students, for example, in the statement "students are not allowed to use cellphones in the classroom". The interview results revealed that they used cellphones to find out the meaning of vocabulary that they did not know.

Meanwhile, the questionnaire's result about students 'responses to teachers' appearance was that almost 100 percent of students agreed that they like a well-dressed teacher. Beijaard (2004) and Selvi (2010) stated that the students would quickly pay attention to and receive every lesson from the teacher who has good characteristics, various teaching styles, communication styles, and well-dressed.

D. CONCLUSION

Based on the findings and discussion in the previous section, it can be concluded that in implementing classroom management by male English teachers and female English teachers, four categories of implemented classroom management can be taken. The first is the seating arrangement, the second rules, and procedures, the third is managing discipline, and the last is the teachers' appearance. The results of questionnaires and interviews showed that there is a positive response to classroom management implemented by English teachers, both male and female.

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