

## EXPLORING CLASSROOM MANAGEMENT IN THE TEACHING OF ENGLISH

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### ABSTRACT

The goal of classroom management is to offer students supplementary learning opportunities. A teacher employs many tactics to efficiently organize students, such as allocating space, time, and resources, to enhance their learning process. The objective of this study is to examine the administration of classrooms at SMPN 1 Sukamakmur, Aceh Province, with a particular focus on the difficulties that instructors have as a result of insufficient resources. The study also seeks to examine the class management process that is associated with the instruction and acquisition of the English language. This study used a qualitative research design with descriptive approach. The study observed one English instructor who instructed a group of seventh-grade students as a representative sample, utilizing a combination of observation and interview as data gathering techniques. The results of the study illustrate the successful execution of classroom management, devoid of any facility-related problems. Moreover, the classroom management methods are in accordance with the lesson plan specified in the report.

KEYWORDS: *Classroom Management, Student Engagement, Educational Strategies*

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### INTRODUCTION

Acquiring a new language is a complex and gradual process, comparable to acquiring one's native language (Nassaji, 2017; Zdorenko & Paradis, 2012). A child typically spends the first six to seven years immersed in their mother tongue, absorbing language through continuous exposure (Bergström et al., 2016). In the context of second language acquisition, especially in formal education settings, students need an equally immersive and supportive environment to develop language skills effectively. A welcoming and well-managed classroom plays a critical role in this process by enhancing student's focus, motivation, and overall academic performance (Trisnawati et al., 2023).

Skilled teachers are instrumental in shaping this environment through effective classroom management (Duan et al., 2024), which includes organizing physical space, managing time, fostering interaction, and maintaining order. McCreary (2013) defines

classroom management as a set of strategies, tactics, and techniques aimed at creating a conducive learning atmosphere. The presence and role of the teacher in ensuring cleanliness, discipline, and mutual respect significantly influence students engagement and outcomes. Nkomo et al. (2016) assert that well-managed classrooms correlate strongly with improved academic performance, emphasizing the importance of comfort and structure in the learning space.

Previous studies such as Schneiderova (2013) and Wijaya (2017) have explored various dimensions of classroom management in language learning settings. Schneiderova's action research focused on classroom management strategies in young learner environments, particularly in minimizing disruptions. Wijaya, on the other hand, highlighted the practical challenges faced by English teachers in Indonesia, especially due to in adequate school facilities and limited teacher preparation. While these studies provide foundational insights, they are either too context-specific or do not comprehensively address management practices in resource-limited EFL (English as a Foreign Language) classrooms.

Recent literature underscores the growing complexity of classroom management in diverse educational context. Koutrouba (2020) noted that ambiguity still persists how classroom management is conceptualized and implemented across different pedagogical settings. Mahmoud et al. (2023) explored the integration of digital tools for classroom control and motivation in higher education but did not address their applicability in lower-secondary or under-resources schools. Habibi et al. (2021) and Chandra (2015) similarly revealed a research gap in context-based classroom management practices for secondary-level EFL environments, particularly in non-urban or developing regions where technological and infrastructural support is often lacking.

Despite the increasing emphasis on student-centered learning and digital integration, there is limited empirical evidence on how teachers in underfunded educational institutions adapts classroom management to meet both linguistic and behavioral objectives. The absence of focused studies on adaptive strategies for managing English language classrooms with minimal resources leaves a significant literature gap. Moreover, there is scant attention to how these strategies align with or deviate from existing curriculum and lesson planning frameworks.

This study seeks to fill this gap by examining the classroom management practices employed by an English teacher at SMPN 1 Sukamakmur, a public junior high school with limited facilities, in Aceh Province. Through qualitative methods, including observation and interviews, this research aims to uncover the adaptive techniques and decision-making processes that support effective classroom control and language instruction. The study's findings are expected to contribute practical insights into

contextually responsive classrooms management strategies for EFL teachers operating in similar educational landscapes. Based on the explanation above, the study is intended to find out the answer for question: How does the English teacher at SMPN 1 Sukamakmur implement classroom management?

#### LITERATURE REVIEW

Teaching is a multifaceted and intentional endeavor involving interrelated components such as planning, instruction, classroom management, assessment, and reflection. Scholars agree that these elements are not standalone but must operate in harmony to yield effective learning outcomes. According to Richards and Farrell (2011), effective teaching hinges on the coherence of instructional planning, delivery, and classroom interaction, where each component reinforces the others. Similarly, Marzano and Marzano (2003) stress that instructional effectiveness stems not only from content knowledge but also from the ability to manage the learning environment strategically and supportively.

A shared consensus across the literature is the necessity of instructional integration. For instance, Danielson's (2007) framework for teaching underscores that planning, classroom environment, instruction, and professional responsibilities must align to meet learning objectives. The framework presents teaching as a systemic act where classroom management is not isolated from pedagogical strategies but serves as a mechanism for sustaining engagement, minimizing disruption, and maximizing learning time. This perspective is echoed by Stronge (2018), who identifies classroom management and students-teacher relationships as foundational to effective instruction, particularly in language learning contexts.

However, there are nuanced points of contention among scholars regarding the prioritization of these components. Some researchers, such as Hattie (2009), emphasize teacher clarity and feedback as paramount, occasionally downplaying the structural aspects of classroom organization. Hattie's meta-analytic research suggests that direct instruction and formative assessment have a greater impact on students-centered and constructivist models argue for a more holistic view, where classroom management is not solely about control but about co-constructing a learning space that fosters autonomy and intrinsic motivation (Jones & Jones, 2016). This divergence reflects differing philosophical orientations-behaviorist vs. constructivist-within educational discourse.

Critically, while much literature emphasizes the interdependence of teaching components, few studies deeply examine how these components adapt in constrained environments such as under-resourced EFL (English as a Foreign Language) classrooms.

For example, Habibi et al. (2021) note that while many frameworks are designed with ideal conditions in mind, their application in rural or resources-limited schools often requires significant adaptation. In such settings, teachers may need to improvise management strategies due to lack of instructional materials, rigid curricula, or large class size. This contextual gap in literature is crucial, particularly in developing countries where such conditions are prevalent but underrepresented in research.

In relation to present study, this paper reveals a literature gap concerning the dynamic integration of teaching components in EFL classroom with limited facilities. While general teaching models propose harmony and consistency among instructional elements, little is known about how teachers practically balance these components when constrained by contextual factors. This study contributes to filling that void by exploring how an Indonesia junior high school English teacher implements integrated classroom management and pedagogy under resources constraints, thus offering empirical evidence to either support or challenge the assumptions embedded in dominant teaching framework.

Successful instructional management requires a solid foundation in pedagogical ideas, which encompass a range of theories and principles guiding how teaching and learning should occur. Pedagogical foundations include behaviorist, cognitivist, constructivist, and socio-cultural learning theories, each contributing distinct strategies to classroom instruction and management. For instance, constructivist pedagogy, derived from the works of Piaget and Vygotsky, emphasizes the importance of active student engagement, scaffolding, and social interaction in the learning process (Schunk, 2020). This perspective encourages teachers to create learner-centered environments where students build knowledge through experience and collaboration.

To implement such pedagogical principles effectively, instructional planning must be methodical, reflective, and adaptive. As highlighted by Shulman (1987), pedagogical content knowledge-teachers' understanding of how to make subject matter comprehensible to learners-is central to instructional success. Thus, educators must plan their language, teaching techniques, and classroom routines in ways that are intellectually coherent, practically applicable, and responsive to student diversity. This includes selecting appropriate methods, designing meaningful activities, and differentiating instruction based on students' needs and abilities.

Additionally, pedagogy extends beyond content delivery to include classroom administration, the strategic use of learning resources, the cultivation of positive teacher-students relationship, and robust mechanisms for instructional evaluation.

According to Darling-Hammond et al. (2017), effective pedagogy is inseparable from well-managed classroom, where routines, expectations, and behavioral norms are clearly defined and consistently upheld. Such environments foster a sense of safety and belonging, which are preconditions for academic engagement and performance.

In this view, classroom management becomes not just a technical function but a pedagogical one-reflecting the teacher's values, theoretical orientation, and professional judgment. It involves the planned and systematic regulation of classroom interactions and instructional activities, driven by underlying teaching principles. The goal is not only to maintain order but to enhance teaching effectiveness, learning efficiency, and educational productivity. This requires a deliberate cycle of strategic planning, thoughtful execution, and critical evaluation, aligned with the core tenets of contemporary pedagogy.

During the classroom learning process, a teacher must actively pursue or create the conditions required for effective teaching and learning. Given the anticipated circumstances, the learning process is expected to run easily and efficiently. It reduces the likelihood of experiencing learning failures and errors. A teacher should be able to provide optimal conditions for effective teaching and learning while also achieving the highest level of competency in instructional approaches and classroom management (Burden, 2025).

#### RESEARCH METHODS

This descriptive study examined classroom management in English instruction at SMP Negeri 1 Sukamakmur, Aceh. The study used the qualitative method to explore the context and conditions of classroom management in English teaching at the school. The study's participant was the English teacher from the schools who taught English at the first grade. The researchers collected data from the research sample through observation and interviews. The observation was utilized to describe how the English teacher handled classroom management. The data were collected by conducting classroom management observations in accordance with the parameters outlined in the observation sheet. The researchers also carried out an interview to enhance the source data, which served to further clarify the observational findings. The approach included placing a camera in front of the class, recording data with a tape recorder, and guiding the interview using interview questions. Prior to data collection, informed consent was obtained from the teacher involved in the study. The participant was informed of the research objectives, procedures, and the voluntary nature of their involvement. Additionally, the researchers ensured the anonymity and confidentiality

of the participant's identity and responses throughout the research process, in alignment with standard ethical guidelines for educational research.

The Miles and Huberman (2014) model was used to analyze the data. There were three major components to data analysis: data reduction, data display, and conclusion. The researchers prioritized significant information above unimportant information. During the data reduction procedure, the researchers identified, concentrated, simplified, and abstracted the relevant data, and then displayed in the form of a description or narration. The approach was used as the second step in data analysis, structuring the facts, description, or narration to arrive at a conclusion. The third action was to draw conclusions throughout the research process.

## RESULTS AND DISCUSSION

To understand how classroom management unfolds in real educational settings, it is essential to observe teaching practices directly within the classroom environment. Observation as a research method offers valuable insights into the dynamic interactions between teachers and students, as well as the implementation of instructional strategies and classroom norm. It allows researchers to capture non-verbal communication, behavioral patterns, and contextual influences that may not be fully revealed through interviews or document analysis. Particularly in studies focused on pedagogical practices, such as classroom management, observation provides empirical grounding to evaluate how theory translates into practice. In this study, classroom observation was employed to systematically document how an English teacher at SMPN 1 Sukamakmur managed instructional time, students behavioral, teaching aids, and learning engagement in a natural classroom setting.

**TABLE 1.** The observation results

No	ITEMS	YES	NO
1	The teacher plans and develops a learning plan.	✓	
2	The teacher prepares lesson plans.	✓	
3	The teacher asks students to read a prayer before learning.	✓	
4	The teacher does the opening activity such as asking questions about previous material.	✓	
5	The teacher makes class rules to obey in learning.	✓	
6	The teacher used various learning media.	✓	
7	The teacher makes the learning atmosphere interactive.	✓	
8	The teacher involves students to play an active role in teaching-learning activities in English.	✓	
9	The teacher opens questions and answer for the material that has been yet understood.	✓	
10	The teacher utilize game to increase student activity.	✓	

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11	The teacher motivates and guides students in teaching and learning activities in English.	✓
12	The teacher conducts an evaluation	✓
13	The teacher asked students to be quiet during the teaching learning process.	✓
14	Teachers are fair to all students in teaching and learning activities.	✓
15	The teacher gives rewards to students who won the game.	✓
16	The teacher is consistent with the rules she made.	✓
17	The teacher evaluates and records the students' questions and project exercises in the class assessment book.	✓
18	The teacher thanked the students for their participation in teaching and learning activities.	✓
19	The teacher explains the next lesson to come.	✓
20	The teacher thanked the students for their excellent cooperation during the study activities.	✓

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Following the interview with the teacher as the participant, this study revealed main findings which are categorized to four themes: proactive planning, clear communication, consistent discipline, positive reinforcement.

### 1. PROACTIVE PLANNING

The teacher confirmed that she implemented classroom management in accordance with established standards. This included the effective use of the physical classroom space, efficient time management, and structured teaching and learning activities. The teacher also ensured appropriate interaction and communication both with and among students, fostering a positive classroom atmosphere. Additionally, attention was given to the availability and use of class facilities, as well as understand each student's individual personality. These practices collectively aimed to create an organized, supportive, and engaging learning environment.

The teacher described a dynamic approach to classroom arrangement, taking into account both the available space and the number of students—approximately 30 per class. To maintain student engagement and prevent boredom, the teacher regularly changed the seating layout every two weeks. These changes included alternating between individual seating arrangements, such as a U-shape, and group seating setups. This flexible arrangement aimed to support different learning activities and foster a more stimulating and interactive classroom environment.

While the use of classroom facilities was not yet fully optimized, the teacher had made considerable efforts to integrate technology into her teaching. She utilized tools such as a projector and enhance the learning experience by combining traditional textbooks with PowerPoint presentations to increase student interest and engagement.

Additionally, she explored various digital platforms such as Google Forms, Quizizz, and Kahoot! to support student assessments and evaluations.

The teacher maneuvered the media and used strategies and methods to make students active and interested in learning. To overcome some students who were often absent, the teacher provided points of value for attendance so that eventually, they were accustomed to come to school because it was their motivation. Then, they made classroom decorations and crafts that could be used as media.

## 2. CLEAR COMMUNICATION

The teacher always made a priority to arrive on time in order to make the most of the 90-minute session. Typically, she began the class by inviting the students to pray, followed by a brief check-in to see how they are doing. After that, she reviewed the material covered in the previous session. To spark the students' interest in the day's topic, the teacher then asked several guiding questions. She continued by presenting the lesson material, allowing time for students to ask questions and clarify any points they find difficult. She also conducted an evaluation to assess their understanding. Before concluding the class, she encouraged students to review the topic that would be discussed in the next session and offered them words of motivation.

The teacher's strategy for communicating with students who could not speak English involved a continued commitment to teaching and supporting their language development. Rather than avoiding instruction, the teacher emphasized persistence in delivering lessons in English, regardless of the students' initial proficiency. Furthermore, the teacher highlighted the importance of motivation—encouraging students to cultivate a genuine interest in learning English. This motivational approach was intended to help students gradually develop their skills in reading, writing, and understanding English dictation. Through consistent support and encouragement, the goal was to empower students to build their confidence and language abilities over time.

## 3. CONSISTENT DISCIPLINE

When students were disturbed, the teacher would tell them to be quiet so no one disturbed their friends and that everyone was quiet and there was no commotion in the class. The teacher would make a pact for students who opposed in class not to do it again; if later they violated the rules that made, then she would give punishment to those who broke the rules so that they would not repeat their mistakes.

The teacher supported students who struggled to understand new concepts—particularly those who were not yet fluent in English—by consistently repeating the lessons. This repetition was intended to reinforce understanding and provided students with multiple opportunities to grasp the material. By re-explaining concepts and allowing more time for comprehension, the teacher ensured that students can gradually follow the lessons, read the content, and understand the explanations more effectively.

Teachers routinely conducted evaluations to maximize the achievement of classroom management that could motivate students to be more active in learning, especially in learning English. In addition, the school principal also routinely supervised the management of this class, both daily and periodic supervision. After completing supervision, the headmaster usually provided directives and input for future improvements to maximize teaching and learning English results. After being given direction and input, the teachers were still guided to carry out classroom management functions effectively and efficiently.

#### 4. POSITIVE REINFORCEMENT

The teacher believed that appreciating students in the classroom was essential for fostering confidence, motivation, and a positive learning environment. She typically expressed appreciation through verbal praise, providing written feedback, publicly recognizing their achievements, and encouraging active participation. The teacher also said that her most significant achievement was the opportunity to teach at a school while also successfully helping students who had limited understanding of English. Being able to support their learning, see their progress and see them being a successful person in the future has been a rewarding experience for the teacher.

The teacher evaluated the students' performance by assigning regular academic tasks and awarding points for accurate and well-constructed responses. This structured assessment approach was positively received by the students, as it offered clear and tangible recognition of their efforts. As a result, it fostered a sense of motivation and encouraged them to engage more actively with the subject matter in order to achieve higher academic outcomes. Whenever students encountered difficulties or demonstrated a lack of understanding, the teacher ensured that they received consistent guidance and support, providing clarification and additional instruction as needed to help them progress effectively in their learning.

## DISCUSSION

According to Wijaya (2017), teachers consider classroom management necessary, but sometimes it is not easy. There are several obstacles, including the fact that schools have not been able to provide facilities that fit the needs of students, so the facilities and teaching aids they use are still minimal. In addition, most teachers do not perform class management because it is considered difficult and time-consuming. Because it is hampered by the ability of teachers to create innovative media, it still needs to be improved, including managing less varied media. The teachers need to teach material about students who need clarification with learning material at each meeting.

In addition, the teacher has sought to maximize classroom management based on the findings of the study, through planning, organizing, implementing, and controlling classroom management. In class management planning, the teacher prepared learning tools through annual programs, semester programs, syllabi, and lesson plans. In this planning stage, the teacher also paid attention to aspects of the limitations of learning facilities by using attractive learning strategies. At the organizing stage, the teacher sought to maximize student participation in teaching and learning in class so that in an active learning process, the teacher and students could participate actively. The teacher also always motivated students to be diligent in school and study.

In the implementation of teacher class management, the teacher at SMPN 1 Sukamakmur has done some class management, including paying attention to the classroom conditions, making rules in learning, motivating students, and establishing closeness with students with the aim of teaching and learning activities can achieve their goals well. When teaching aids are lacking, effective teachers often compensate by utilizing alternative media and applying creative instructional strategies to maintain student engagement. This adaptive behavior aligns with the theory of *Pedagogical Flexibility* (Shulman, 1987), which emphasizes a teacher's ability to modify methods and resources in response to contextual constraints. According to Kafyuliloh et al. (2015), the strategic use of locally available materials such as classroom decorations or student-made crafts can foster both creativity and contextual relevance in instruction, particularly in resource-limited environments.

In terms of learner motivation and attendance, the teacher's practice of awarding points for presence reflects the principles from *Behaviorist Theory*, particularly B.F. Skinner's operant conditioning (Catania, 1984). Positive reinforcement, such as rewarding attendance with points, has been widely studied and shown to increase desired student behavior (Slavin, 2020). This reward-based system helps to internalize attendance habits, transforming extrinsic motivation into intrinsic responsibility over time.

Consistent with findings of Blazer (2010), recognizing and rewarding student effort—even in small, behavioral domains like punctuality—contributes to a more committed and participatory classroom culture.

Furthermore, incorporating visual and environmental stimuli like classroom decorations serves not only as instructional media but also as an application of the *Multimodal Learning Theory* (Flening & Mills, 1992), which posits that learners retain information more effectively when content is presented through multiple sensory channels. By decorating the classroom and using tangible crafts, the teacher creates a visually enriched environment that can enhance memory, sustain attention, and support varied learning styles.

These adaptive practices demonstrate a student-centered, context sensitive approach to classroom management and instruction, in line with the recommendations of Vavrus and Bartlett (2013), who advocate for “responsive pedagogy” in settings where institutional support and infrastructure are limited. In sum, the teacher’s strategies reveal a nuanced understanding of motivation, environmental learning, and instructional innovation—underscoring the capacity for pedagogical resilience in under-resourced educational contexts.

Schneiderova (2013) highlighted the importance of managing disruptions in young learner classroom, with a particular focus on discipline problems related to students seeking attention. This action research identified classroom management strategies that helped create smoother instructional flow and fostered discipline through preventive and responsive measures. While Schneiderova’s findings offer valuable insight into early language education contexts, the current study differs in several significant ways. First, it focuses on junior secondary level learners rather than young children, thereby addressing a different developmental stage with distinct behavioral and cognitive challenges. Second, whereas Schneiderova emphasized managing discipline in relatively well-resourced environments, the present study explores how classroom management is sustained in a setting with limited facilities. This distinction underscores the contribution of the current research: it reveals adaptive strategies employed by a teacher to maintain instructional quality despite infrastructural constraints. By doing so, this study expands the understanding of classroom management by incorporating context-specific approaches tailored to resources-challenged environments, particularly within EFL classroom in Indonesian public schools.

Classroom management deals with how things are done and procedures, such as how to go to the restroom or when to sharpen a pencil (Wong & Wong, 2009). Classroom

management is the teacher's responsibility, which aims to identify the factors that cause student distractions. This involves addressing disciplinary issues, particularly those that arise when students seek attention, in order to maintain a smooth and productive learning environment. Effective classroom management requires teachers to apply a variety of skills and techniques that keep students actively engaged in classroom activities (Burden, 2025).

## CONCLUSIONS

This study demonstrates that effective classroom management is achievable even with limited resources. The English teacher at SMPN 1 Sukamakmur applied proactive planning, clear communication, consistent discipline, and positive reinforcement to foster a conducive learning environment. Key practices included dynamic classroom arrangements, consistent routines, motivational techniques, and the integration of technology. These approaches enhanced student engagement and learning outcomes. Future research could explore the scalability of such practices across different educational contexts.

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