Exploring an Experienced EFL Teacher on Classroom Management: A Case Study on Motivational Skill

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Abstract. Classroom management is one of the essential teaching skills required to be mastered by teachers, and its goal is to develop a conducive academic and social-emotional learning environment. This article reported the research exploration of how an experienced senior high school English teacher managed her class to make the students feel comfortable and motivated her students to learn English in the classroom. This research was designed as a qualitative case study. The data were collected by observing and recording the classroom learning sessions and interviews. The thematic analysis revealed that an experienced senior high school English teacher managed her class by applying course-specific, teacher-specific, and group-specific motivational components to make students feel comfortable and motivated. The findings imply that English teachers create exciting learning activities besides morning storytelling to make students feel comfortable and motivated. The teacher prepares more teaching media for the materials well and thinks about the time spent on every activity in the opening, primary, and closing activities (in case of an unpredictable event).

Keywords: Classroom Management, Motivational Skill, Teacher Development

1. INTRODUCTION

Classroom management is one of the essential teaching skills required to be mastered by teachers. It is an arrangement of a situation in the classroom for the teaching and learning process that is one of the most recurring teachers' concerns (Macias, 2018). Experience has frequently been vital in influencing teachers' ideas and behaviors. As Borg (2003) argued, "cognitions are influenced by classroom experiences both subconsciously and through conscious reflection" (p. 82). How teachers socialize during the early phases of their careers impacts how quickly they develop from novice to expert (Sharma, 2012). According to Evertson and Weinstein (2006), classroom management is a teacher's action to create an environment that supports students' learning. A good environment helps students reach stability in learning for physical and mental purposes. The students' motivation and feelings

to learn are essential to reaching an achievement. Dörnyei (1988) stated that there are indicators of a motivational environment consisting of course-specific, teacher-specific, and group-specific motivational components. In conclusion, teachers must arrange good classroom management until the end of the teaching and learning process (Yamin & Maisah, 2012).

Studies on classroom management, especially in the motivational environment, have been conducted. Deaton (2013) reported multiple case studies on how two experienced science teachers reflect on their classroom management in the US. Analyzing interview data, informal conversations, journal entries, and member checks revealed that the teacher's approach impacted classroom activity and management. In another context, Akin (2016) reported that 15 Turkish elementary teachers need teacher preparation programs and in-service training to develop effective classroom management. A semi-structured interview with the teachers and school administrators revealed that the people surrounding teachers need to create an excellent environment to support classroom management preparation.

In the following study, which was also conducted in Turkey, Ersozlu and Cayci (2016) examined how experienced teachers view classroom management. Semi-structured interviews with 23 professional teachers revealed that teachers' roles in the classroom decreased, and it was challenging to maintain the students' involvement. Gaias (2019) examined 103 middle school teachers who required professional development for classroom management. Based on the class observation, the practice showed that cultural responsiveness and meaningful participation needed to be improved. The teachers' comprehensive professional development training affected their classroom management techniques.

2. METHOD

The study was designed as case-study research (Creswell, 2012) to explore the classroom management of an experienced senior high school English teacher focused on motivational skills, on how to manage the class to make the students feel comfortable and motivated to learn English in the classroom. The study was conducted at SMAN 1 Talun 'State Senior High School of 1 Talun'. The rationale for selecting this school is that it is recognized for its branding and has experienced English teachers who have taught for ten years or more. Then, these teachers were chosen as the participants of this study.

The data were collected through classroom observation and interviews. The classroom observation was conducted in four to five meetings, each meeting took 90 minutes. The interviews with the participants were conducted after observation to confirm and complete the data collected. The researchers recorded the audio during the interview to help capture the data more persistently and effectively. Later, the data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework.

3. RESULT

The thematic analysis results from classroom observation revealed three themes from the data, i.e., course-specific, teacher-specific, and group-specific motivational components (Dörnyei, 1994).

3.1. Course-Specific Motivational Components
The course-specific motivational components are concerned with the syllabus, the teaching materials, the teaching method, and the learning tasks for a learning session. The teacher managed the learning session material to ensure the students met their needs. Course-

specific components postulated four major motivational factors to describe L2 classroom motivation: *interest, relevance, expectancy, and satisfaction,* which are remarkably comprehensive and relevant to classroom learning (Dörnyei, 1994). These four motivation factors are based on the data, and the teacher uses verbal and non-verbal methods to present the components during the learning. The four elements of course-specific motivation are blended with the explanation and material they teach in foreign language learning. In this analysis, the teacher ensures they manage the learning session about language well and combine environmental knowledge with the students.

3.1.1 Interest

"*Carrying out routine activities by opening, praying together, and conveying learning objectives. Providing material for learning stimulus in the form of an introduction that can be done through videos, questions, recall, and feedback from previous learning*" (Excerpt 1)

The excerpt of the participant's interview demonstrates that gaining students' interest is a starter thing a teacher needs to do before beginning the learning session, especially in a foreign language. It is evident in the second to fourth lines of excerpt 1, "*Providing material for learning stimulus in the form of an introduction that can be done through videos, questions, recall, and feedback from previous learning*". This extract also implies that the teacher managed the students' curiosity by giving them stimuli for their interest in learning English. Interest is related to intrinsic motivation and is centered on the individual's curiosity and desire to know more about themselves and their environment. In learning English, a teacher stimulates the students with questions and activities related to the language. Therefore, when students are interested in an academic topic, they are more likely to attend class, pay attention, become engaged, take more courses, process information effectively, and perform well (Hidi & Harackiewicz, 2000).

3.1.2 Relevance

Using several learning resources can be a way to select learning materials. The use of textbooks, student worksheets, the internet, and learning videos can be adapted to the existing syllabus or teaching and learning competency units" (Excerpt 2)

The aforementioned interview result delineates that the participant had already attempted to create relevance in selecting the learning materials. For instance, utilizing the internet, as mentioned in the second line of excerpt 2, establishes relevance with the students' daily use. This is because the relevance refers to how much the student believes the instruction is relevant to critical personal needs, values, or goals (Prawat, 1992). Therefore, this component could boost the students' motivation (Dörnyei, 1994).

Above all, relevance could be achieved if the teacher links the students' daily needs to the classroom learning. Moreover, it also correlates with the extent to which classroom instruction and course content were aligned to achieving the goal of mastering the L2 at the level of the learning situation. Establishing relevance raises the students' interest, optimizes the learning experience for the individual, and results in deep engagement. Furthermore, it should be noted that in English learning, the teachers should relate English in the classroom to its application in daily activities. When enjoyment and interest are combined, the overall effect is pleasure. As a result, the students are more engaged in the learning process.

3.1.3 Expectancy and Satisfaction

"*I do a session at the beginning of each lesson. The implementation of storytelling is a routine activity carried out. Storytelling can be a way for students to practice their speaking skills by telling stories about themselves. At every meeting, two children will tell their stories.*

This sequence alternates until the end of the semester" (Excerpt 3)

From excerpt 3, the researcher concludes that expectations and a feeling of satisfaction could be things that teachers and students had during the learning session. This combination leads to classroom management to ensure that the learning goes well. In this case, the teacher tried to align her and her students' expectations and satisfaction to be on the same line to reach the goal. Specifically, the teacher's expectation for the learning could be seen in the third line of example 3, *"to practice their speaking skills by telling stories about them"*. Meanwhile, the students' satisfaction refers to the knowledge and speaking skills they obtain during the learning process, and a good score from practicing their speaking skills.

3.2. Teacher-Specific Motivational Components

Teacher-specific motivational components concern the teacher's personality, teaching style, feedback, and student relationship (Dörnyei, 1994). The teacher knows engagement is necessary to motivate students to learn about relationships. Furthermore, as educators, the teacher understood how critical it was for the students to be engaged. Engagement is a thing in which students are connected to what, how, and from whom they are learning. The teacher's personality and teaching style also affect how students enjoy learning and understand the material. Feedback during learning helped teachers and students build relationships and improve classroom learning performance. The elements of teacher-specific motivation are blended with the action and activity of learning a foreign language. In this analysis, the teacher ensures that the learning sessions show how the teacher's method helped them manage the classroom well.

3.2.1. Affiliate Drive

"In delivering the material, several ways and sessions are carried out. Presentations and discussions were also conducted to train students to develop essential skills. Students also do self-learning with project-based learning in a group. The question-and-answer session was also held to provide additional explanations about the material given". (Excerpt 4)

"Next meeting, you will start the assessment to introduce yourself to other people. So next week, you will start the first material assessment, which is introducing yourself to other people." (Excerpt 5)

Excerpts 4 and 5 show the teacher assigning the students several tasks, such as presentation, group discussion, assessment, self-introduction, etc. Those assignments could spark the students' affinity drive. Affiliate drive is the essential teacher-related motive for educational psychology (Kopack, 2018). It refers to students' desire to do well in school to please the teacher they like and value. Although seeking teacher approval was an extrinsic motivation, it was frequently a precursor to intrinsic interest. As good teachers whose students become devoted to their subject demonstrate. On the other hand, the external regulation of one's behavior results in a need for approval, avoidance of shame or punishment, or self-esteem contingent on the controlling factor. Students tried their best to do the task and follow the instructions to satisfy the teacher and make them proud. The teacher also evaluates students' activity during the learning session.

3.2.2. Authority Type

"The type of material selection can be adjusted to the needs of students and the current era. This adjustment is made so students can receive and understand the material quickly. The examples in the explanation are adapted to the environment, activities, and things around students now. Giving jokes, quizzes, or technology can help in understanding the material. The use of social media is one of the things developed to attract students'

attention in learning with existing adjustments" (Excerpt 6)

"Okay, for today, that is okay. Next time, do not let it happen again, or there will be a miscommunication like this. If anyone does not understand, please ask for further explanation. Do not let this incident happen again when I ask, 'Who came forward today?' you answer, 'It is still next week, ma'am.' Is there anything you want to ask before the lesson continues?" (Excerpt 7)

The extracts above are associated with the authority type. A teacher's authority type is whether the teacher is an autonomy-supporting or controlling person in the classroom (Deci, Connell & Ryan, 1989). Thus, authority is related to whether or not the teacher has good classroom management during learning. In this context, the teacher belongs to an autonomy-supporting type proven through the excerpt six by providing material type options. Besides, this autonomy-supporting type is also evident in excerpt 7, illustrating that the teacher shared responsibility with students not to repeat the incident. In other words, she also included the students in decision-making to increase student autonomy and intrinsic motivation.

3.2.3 Direct Socialization of Motivation

"In learning English, you must change your mindset. Do not think about other people's judgment. You are in a learning environment, do not feel bad if you are wrong. You can teach it here as a medium to develop your skills. We have to align our vision and mission here to learn, do not feel or think that learning English is to get attention. So you must try your best, and please try to speak or use English. Do you agree?" (Excerpt 8)

Based on excerpt 8, the researchers comprehend that the teacher strove to convey direct socialization of motivation to help increase the students' understanding of English as a foreign language. The teacher contributed to actively developing and stimulating learners' motivation. In addition, based on the observation in the class, the researchers perceive that the teacher developed and stimulated the learning process through a method prepared beforehand. It could be seen from the material and her teaching strategy that she is motivated to motivate the students. The teacher showed that she motivated students by giving them motivational words and making them confident in learning English. The teacher gave them words related to their thoughts about learning, and she wanted the students to think that English is easy to learn. Trying to make them habitually use English in their conversation was also a way for her to motivate the students to learn more.

3.3. *Group-Specific Motivational Components*

The group-specific motivational components concern the learning group dynamics. Group-specific components postulated four major motivational factors to describe L2 classroom motivation: *goal orientation, norm and reward system, group cohesion, and classroom goal structure* related to classroom dynamic activity (Dörnyei, 1994). Based on the new curriculum, the teacher supported the students and let them develop their curiosity under supervision. Still, the teacher arranged the rules for the group dynamics to ensure they were in line and motivated to learn the foreign language. Classroom learning occurred within groups as organizational units. These units are powerful social entities with a *life of their own*, so group dynamics influence student effects and cognitions. In addition, group goals and the group's commitment to these goals do not necessarily coincide with those of the individual but may reinforce or reduce them. Students learned to have individual and group competence in group dynamics to reach the goal. The teacher managed their position as the group's autonomous or supporting person. It meant that the teacher decided on the group's learning process, or became the facilitator for them to develop the knowledge by themselves.

3.3.1 Goal-Orientations

"*Agreeing to implement the teaching and learning session certainly needs to be done to provide boundaries and a form of teacher power to regulate the class. Agreements or rules aim to train students' discipline, responsibility, and competence. This also applies to giving rewards to students who have actively participated in learning.*" (Excerpt 9)

Excerpt nine shows that the teacher sets specific rules applied to the students so they can achieve the learning goal. Therefore, it confirms the notion of a group-goal referring to a synthesis of individual goals, an "end state desired by the majority of the group members" (Pintrich, 2000). Goal orientation refers to the degree to which a group attests to pursuing a goal, particularly L2 learning. The teacher led the students to understand that learning aims to understand and develop skills. It showed from the teacher's introduction to English before the learning session. She created the students' mindset to learn English in a fun way by connecting with the environment. Besides, students had a mind that aimed to get knowledge and good scores—that was why the teacher discussed these differences in the learning session before the learning session. The teacher explained how the learning would happen and the expected result after the learning.

3.3.2. Norm and Reward System

"*Giving rewards and punishments are applied in learning with adjustments to students. Rewards can be in the form of additional points and praise for student success. Penalties are given by deducting value points according to student errors or omissions. The psychological approach to students is prioritized to provide understanding so that they obey existing regulations.*" (Excerpt 10)

From excerpt 10, it could be understood that the group's norms and reward system are essential classroom factors influencing student motivation. It was about extrinsic motivations that specify appropriate behaviors needed for effective learning. However, once a norm has been internalized, it becomes a self-evident precondition for group function. The teacher made a deal with the students before the whole learning semester began. The group would likely deal with deviations by putting pressure on members who break the rules. The teacher allowed the students to express their opinion about the norm. The situation could occur due to various group behaviors, such as actively supporting the teacher's efforts. It required that the norms be followed, including expressing indirect disagreement and dislike for deviant members and openly criticizing and placing them. These norms and reward systems were adjusted and adapted to ensure students stayed in line during the learning process and motivated them to learn more to prevent failure and get good results.

3.3.3. Group Cohesion

"*In practice, making scenarios in case the learning deviates from the lesson plan has been prepared before the learning occurs. Programming and planning activities per meeting were also carried out to help reduce wasted time. New planning is also carried out at the end of the learning session as an evaluation for the next meeting. Time adjustments in the next lesson were also made to replace the time in the previous session that could not be done.*" (Excerpt 11)

Excerpt 11 demonstrates that specific adjustments during the learning process could be made due to group cohesion. For instance, time adjustment would not be successfully achieved without good group cohesion between the teacher and students. The "strength of the relationship linking the members to one another and to the group itself" is group cohesion. Clement, Dörnyei, and Noels' (1994) findings confirmed that perceived group cohesion is an essential motivator in an L2 learning context. It could be because members of a cohesive

group wanted to contribute to group success, and the group's goal-oriented norms strongly influenced the individual.

Furthermore, group presentation and the dynamics of classroom learning were related to group cohesion. When classroom learning involves a big group of students and a teacher, a group presentation is the miniature version that involves some students. The group had the same mindset to reach achievement and learning goals. In the group presentation task, the teacher gave students opinions about how they will work. She also made sure that each student was responsible for the presentation. Individuals and teamwork are needed to apply in the group task for the best result.

3.3.4. Classroom Goal Structure

"Evaluating from events that have occurred, when the file only exists in one person, and suddenly that person does not attend school. You get confused during presentations and procrastinate or waste time that could otherwise be used. Therefore, this file is important for every student, anticipating if something unpleasant happens. It is also related that if group members are not present, the presentation will continue." (Excerpt 12)

Based on the interview result depicted in excerpt 12, the teacher suggested that group members in a presentation task should cooperate and not rely only on one person. Therefore, this point is associated with the classroom goal structures. These structures could be competitive, cooperative, or individualistic. In a competitive structure, students compete against one another and are rewarded for being the best achievers. It showed when the students actively answered the quiz by the teacher or had a question-and-answer session. Students worked in small groups in cooperative situations, where each member shared responsibility for the outcome and was equally rewarded. The activity happened when students had group work on the presentation. Individualistic structures required students to work alone, and the presence of a capable colleague maintained the probability of achieving a goal or reward. It showed when the students would have the exam to check their understanding. The cooperative goal structure could encourage intrinsic motivation, positive attitudes toward the subject matter, and a caring, cohesive relationship with peers and the teacher.

4. CONCLUSION

Based on the findings, it is concluded that the experienced senior high school English teacher managed her class by applying course-specific, teacher-specific, and group-specific motivational components to make students feel comfortable and motivated. In the course-specific motivational component, interest becomes a robust motivational process that energizes learning and guides academic and career trajectories. At the same time, emotions impacted a range of cognitive capacities, including attention, memory, problem-solving, decision-making, information processing, thinking, and engagement. The teacher had a routine to stimulate the students to learn English by having storytelling before starting the lesson. In the teacher-specific motivational component, the teacher is responsible for guiding and assessing their students' learning and autonomy in their approach, resulting in ongoing professional development and greater creative and career satisfaction. When a teacher was perceived to be knowledgeable about the subject, well-prepared, or intelligent, they had what is known as an expert authority. The teacher decided on the learning arrangement material for a semester, based on the learning source and the new curriculum in each meeting. In the group-specific motivational component, the teacher believed that students with a learning, task, or mastery achievement goal orientation are motivated to learn the material because they

genuinely want to develop an understanding of the material. These students desired competence and mastery of the information with teachers' control. The teacher arranged rules for the learning in a semester to ensure achievement at the end of learning.

The following are the suggestions for future studies. It is recommended that future researchers add extra time to observe classroom activity. This duration can help future researchers to find more data about the difference in learning sessions in each meeting. The following researchers need to prepare more specific criteria to observe the classroom learning and add students' evaluations in a questionnaire to observe the teacher's activity from a different point of view. These specific criteria and more data collection methods can help the researcher gain more activity results during learning sessions. It is also suggested that English teachers create exciting learning activities to make students feel more comfortable and motivated during learning. They can prepare more teaching media for the materials well and think about the time spent on every activity in the opening, primary, and closing activities (in case of an unpredictable event).

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