CLASSROOM MANAGEMENT STYLE FOR A CLASS WITH SLOW LEARNERS

THESIS

Submitted in Partial Fulfillment

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SarjanaPendidikan

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Reza Renita
CLASSROOM MANAGEMENT STYLE FOR A CLASS WITH SLOW LEARNERS

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Abstract

Classroom management style plays a significant role in the teaching and learning process. Teaching slow learners may have different challenges that make the teachers consider what styles of classroom managements are suitable to them. It makes the researcher curious about the classroom management style that is suitable to teach slow learners. This paper was aimed to investigate what English teachers do to manage the classroom and to teach slow learners. This study is expected to help preservice teacher’s especially English teachers to picture what classroom management style is appropriate for teaching slow learners. The researcher used classroom observation protocol and interview to gain the data. The participants were three teachers from different schools in Salatiga and Semarang. All of them were English teachers in that school who teach a class with slow learners. The data were classified by the types of classroom management style based on instruction, rules, assessment and class setting. The results show that the teachers use authoritarian and authoritative styles in teaching slow learners.

Keyword: Classroom, classroom management style, slow learner.

INTRODUCTION

Classroom management is an issue that should become the highest concern for beginner teachers. As what I experienced, managing a class is challenging. When I took micro teaching class, I taught my friends who are in the same age like me. At that time, I could easily control and ask them to do something. In fact, when I taught junior high school students in the teaching practicum program in the following
semester, the situation was very different. It was hard to handle the students. I remembered that my supervisor teacher who happened to be the teacher of the school where I did my teaching practicum gave me feedback to improve my classroom management skill. I almost gave up because the students were all very hyperactive and noisy. Then, I asked how to do a good classroom management for them. My supervisor teacher gave me some ideas to use games in the teaching process and give punishments for students who were noisy or naughty. The result showed that using game and punishment make students easy to control. Being a student teacher who teaches real students, classroom management becomes interesting for me because I believe that every class can have different classroom management style that is suitable to students and every teacher has their own style in doing their classroom management.

Ochoa (2014) believes that classroom management style of one teacher is different from another. She recommended that before being a teacher, teachers should know what classroom management style that is suitable to their own personality. According to Wright (2012), there are four styles of classroom management that are used by teachers such as authoritarian style, authoritative style, democratic style and laissez-faire style.

Talking about classroom management style, I think it will be interesting to know what style a teacher uses to teach slow learners because usually a teacher focuses on normal students. Teachers usually focus on teaching the normal students but whether we realized or not there are also students with special needs for example slow learners. This made me interested because students with special needs also have the same right as the normal students. It is stated in the 1945 constitution of Republic
Indonesia, article 20 verse 5, 2003 that “Indonesian citizen who has physical disorder, emotional, physics, intellectual and/or social has the right to receive education”. Here, many people underestimate students who are categorized as slow learners in terms of education. They think that a slow learner is a hare-brained but in fact they are having a difficulty in learning. Slow learners are students who have difficulty to absorb materials in school and often get scores below the standard scores in the conventional school (Suparno, 2007). This difficulty is caused by several things such as dyslexia, perception difficulties, brain disturbance and dysphasia. The characteristics of slow learners are that they have learning disability in the age of 8-9 years old or in the 3rd-4th grade of junior high school and get lower scores compared to their classmates.

This study is not the first study that examines slow learners. There are several previous studies on slow learners terms conducted by Pujar (2006), Wardhani (2012) and Guangco (2008). Pujar (2006) revealed that teaching slow learners have different instructional strategies to deliver the material especially in science. Here the teacher must use different instructional strategies such as using repetition and pictures to make the students understand better. Wardhani (2012) stated that every child is unique. They have different methods that suit their learning. Some students are categorized as fast learners but some others are slow learners. They have different capacity to digest the material. This is called as balance process in live. Another study came from Guangco (2008). He investigated that teaching and educating children have different classroom management compared to teaching adults. In teaching children, the classroom management that teachers use is more challenging and active. This study is aimed to know how the English teachers manage their classroom to teach slow
learners and to answer the research question “What style of classroom management that the teachers applied in teaching slow learners?”. This study is expected to help pre-service teacher’s especially English teachers to picture what classroom management style should be used to teach slow learners.

LITERATURE REVIEW

Classroom management

There are some beliefs related to the definition of classroom management. According to Colvin (2004: P.4) classroom management is shown from the teacher providing a comfort environment such as personal, social and academic growth for whole members in the school. Another point of view is also stated by Gabriel (2013), classroom management refers to teachers’ behaviors and actions to create a climate that facilitates optimal result in the teaching and learning process. It involves discipline actions, daily activities, seating arrangements, and preparations before teaching and how to deliver the lesson. A different point view came from Weimer (2012) who believes that teachers should make clear rules in the beginning of the lesson. This will help the teacher to control all the students’ behavior in class. Guangco (2008: P.1) has an opinion that classroom management is the reality of a classroom in which the teacher must be able to manage the students using any materials or styles that make the class situation become motivating.

According to some definitions above, the researcher concluded that classroom management is a stage when the teacher makes the classroom environment
comfortable in order to make students feel better, enjoy the learning process, and understand the materials given by the teacher.

**Classroom Management Style**

Wright (2012: pp 2-5) believes that there are four styles of classroom management that is often used by teachers. They are authoritarian style, authoritative style, democratic style and laissez-faire style. Below are the definitions about the four styles of classroom management type by Wright:

**Authoritarian Style**

In the authoritarian style, teachers use vigorous discipline and expect their students to obey their rules. Students usually have difficulties to develop their creativity skills because the teacher only asks them to focus and obey the rules. Most of the students will get afraid with this kind of teacher.

**Authoritative Style**

Different from the authoritarian style that uses extreme discipline, in the authoritative style teachers place limits and control on the students but simultaneously develop their independence. In this style, teachers sometimes maintain classroom discipline but not all the time. Students are still able to ask many questions without feeling afraid of being punished by the teacher. This kind of teacher will help students recognize their potential skill and develop it.

**Democratic style**
A style which focuses more on emotional feeling rather than academic concern is categorized as the democratic style. Here, the teacher wants to be a close friend for the students. They do not focus on their classroom control and sometimes the class activity is based on students’ mood. The weakness of this style is that students are over dominant in class rather than the teacher.

*Laissez-faire* 

Laissez-faire style came from the word “Lazy”. In laissez-faire style teachers do not involve in the classroom activity and only take a little part. Sometimes teachers only give an explanation for a few minutes and ask students to do exercises. This makes students have less opportunities to observe and practice spoken skills. Because the teacher does not pay attention to the students well, they will not focus on the material in class and focus more on things outside the material that are more attractive for them.

Ochoa (2014) divided classroom management styles into five styles. They are personality teaching style, the all-powerful, the toned down tyrant, the democratic approach, and the last is devil may care.

*Personality*

Personality refers to teachers’ personal belief on which the best style for them. The teachers’ personality will affect their classroom management style. This kind of style is influenced by the teachers’ experience while studying and adopting the classroom management style from their favorite teachers.

*The all-powerful*
The next style is called the all-powerful. Here, the teachers totally control the students and the classroom activities. This makes the students become passive because students are forced to follow the teachers’ direction without asking why. The teacher also limit the students’ movement which can make students feel hesitant and less motivated.

*Down tyrant style*

This style refers to a good relation between students and teachers in the classroom. Students are able to ask questions and develop their skills. The teachers are also able to create a warm class atmosphere that motivates students to learn better.

*Democratic approach*

Democratic approach style is used by teachers who believe that students’ feelings are highly regarded. The teacher focuses on keeping the student’s feelings. However, teachers may have difficulty saying ‘no’ to students or enforcing rules or regulations because the teachers believe that students will understand better if they treat them like that. This causes several problems such as students’ interruptions during the class lesson and students’ low motivation for achievement.

Another category of classroom management style comes from Calderon (2012). They are authoritative, authoritarian, indulgent and permissive. Calderon believes that classroom management style is the basic of a successful learning process.

*Authoritative Style*

Similar with Wright (2012), the authoritative style is a classroom management style that has high control and high involvement of the teacher. The teachers try to create warm students-teacher relationship by giving the student’s attention
andopportunities to ask questions. Teachers do not control all the students with many rules as long as the class situation is conducive to learn.

Authoritarian Style

The Authoritarian style is a classroom management style in which teachers are highly in control but low in involvement. This kind of teacher is not friendly with students and often punish students who do not follow the rules. The teacher always want the students to obey their rules. The gap between students and teacher is very high because the teacher wants the students to respect them highly.

Indulgent Style

Low in control but high in involvement is the characteristic of indulgent teachers. This kind of teacher gives many theories to the students but do not take control to the students in class. The bad effect from this style is that students are not able to develop their skills in understanding the materials.

Permissive Style

In this style, students are allowed to have a lot of freedom and few demands of learning process. This kind of teacher have low control and low involvement in class. The teacher is in classroom but doing nothing to control the students.

From the discussion above, it can be concluded that classroom management style is the way teacher do to their classroom management that is suitable with their style. The teacher believes that the style is the best style to use in the teaching and learning process. Sometimes, personal experience will affect the teacher’s classroom management style. Teachers’ personal experience in their past while becoming a student will affect their style in teaching.
Slow Learners

Many experts have different points of view toward the definitions of slow learners. Subini (2011) argues that slow learners are students who have difficulty in learning speaking or writing. The students will have difficulties to demonstrate their listening, thinking, reading, writing and spelling. The same opinion comes from Mulyati (2010:7) Slow learners are students who have difficulty to understand the material by seeing their behavior that suddenly turn into peculiar behavior because they cannot understand the material. Another opinion came from BalitbangDikbud (1996/1997), which said that slow learners are students who have difficulty in understanding the main lesson such as reading, writing and calculating. Adopted from Wiley (2007), slow learners are students who have low grades in studying compared to the other normal students, and their scores of the school lesson are below the average. Sugiarmin (2009) states that slow learner students usually have IQ score between 70-90 and they are not categorized as children with low mentality problem. Meanwhile, Khan (2008) believes that slow learner students are students who have mental disability due to internal problems in family or external problems in their environment. This case usually appears in the children in age 2 until 6 years old. Based on the opinions above, the researcher takes a conclusion that slow learners are students who have difficulty in absorbing the material compared with other students who have the same age or grade.

THE STUDY

This study is a qualitative study and could be considered as a descriptive study. It describes the classroom management used by English teachers in an inclusive school. Qualitative research is the word research that is given numerous
definitions and many of them are remarkably narrow (Warren, 2010). Another opinion from Zakharia (2011), qualitative research is one common ways to classify by gathering and analyzing. Descriptive study is a study to gain insight, discover and give interpretation rather than hypothesis (Merriam, 2001)

**Context of the study**

The study was conducted in special schools that focus on slow learners. The study was held in SD Bina Harapan Semarang, SLB Wantu Wirawan and SLB Salatiga, Central Java. Most of the students in SD Bina Harapan are slow learners students. While in SLB Wantu Wirawan and SLB Salatiga the researcher focused in the classes in which the number of slow learner students is larger than the number of normal students. The subject that the researcher focused is English.

**Participant of the study**

The subject of the study is one of the English teachers in SLB Bina Harapan, SLB Wantu Wirawan and SLB Negeri Salatiga. Those are schools that are categorized as special schools because those schools only accept students who have difficulty in learning such as slow learners. SLB Wantu Wirawan and SLB Negeri Salatiga
arespecial schools in Salatiga that has a class that consists of all slow learners. SLB BinaHarapan is located in Semarang. It has a class that consists of slow learners only. The teachers that the researcher chose were the English teachers that teach in slow learner’s class. There are teacher A, teacher B and teacher C.

Data collection instrument

To collect the data, the researcher used two instruments, observation protocol and interview questions. The class observation protocol was done 2 times for 3 teachers. The interview section was done once for the English teacher, for about 5 until 10 minutes. The interview section used Bahasa Indonesia to make the interview section more efficient and both interviewer and interviewee could understand each other. By using observation as the instrument, the researcher could learn, describe and evaluate what happened in the classroom.

Data collection procedure

The data were collected through some steps. First, the researcher came to the school to meet the headmaster of the school and ask about slow learner students in that school. After getting the information, the researcher asked the permission to have observation and interview in that school. Then, the researcher asked the permission letter in the administrative office of Faculty of Language and Literature. Next, the researcher came to the school again to give the letter and make an appointment with the English teachers to have class observation and interview. The researcher chose to not bring the permission letter first before asking the permission from the headmaster because looking back a previous experience, some school refused to
Data analysis procedure

After the data were collected, the researcher saw from the instruction, classroom setting, assignment and rule to find out the style. The next steps are classifying the data into the style propose by Ochoa (2014) and Wright (2012). The next step is describing the classification according to the observation.

FINDINGS AND DISCUSSION

From the study, the researcher found that there are two classroom management styles that the teachers used to teach slow learners. They are authoritative and authoritarian style of classroom management.

Meanwhile, theory proposed by Wright (2012)there are 8 classroom management styles but in this study, only 2 styles were found in this research since the other 6 are not applicable to teach slow learners. The researcher analyzed the styles that were commonly used in teaching English for slow learners based on the observation and interview result.

This study found that three of these teachers used almost the same two classroom management styles. The style were authoritarian and authoritative. Those two classroom management styles would be discussed further in the following section in terms of the classroom instruction, class setting, assignment and rules.

Authoritarian style
The researcher found that most of the participants commonly use authoritarian styles in teaching slow learners. The authoritarian style was shown in the instruction, classroom setting, the way the teachers gives the students assignments and rules as can be seen in table 1.

Table 1 Authoritative classroom management styles

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Classroom setting</th>
<th>Assignments</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. “Don’t move your table”</td>
<td>All of the students sit in one line in front of class</td>
<td>Individual</td>
<td>1. Table must be in place</td>
</tr>
<tr>
<td>2. “Don’t drink or eat in class”</td>
<td></td>
<td></td>
<td>2. No food or drink in class</td>
</tr>
<tr>
<td>3. “Don’t be noisy”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. “Don’t look outside the class”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. “After doing your exercise, come forward and write down your answer in white board one by one”</td>
<td>The arrangement of the table were likely “U” shape. Here, the teacher is in the center of the class.</td>
<td>Group</td>
<td>3. No gadget</td>
</tr>
<tr>
<td>6. “Don’t move your chair, seems that your chair is not comfortable, please change it”</td>
<td></td>
<td></td>
<td>4. No mocking others friends</td>
</tr>
<tr>
<td>7. “Please don’t be noisy class”</td>
<td></td>
<td></td>
<td>5. All the students uniform must be tidy</td>
</tr>
<tr>
<td>8. “Don’t climb your table or I will sent you out”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. “Don’t draw your book. This will make it look dirty and make you lazy to read it”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. “Don’t be noisy”</td>
<td>The arrangement of the table were likely “U” shape. Here, the teacher is in the center of the class.</td>
<td>Individual</td>
<td>6. No playing in the class</td>
</tr>
<tr>
<td>11. “Don’t disturb your friend”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. “Don’t going out during the lesson”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. “Don’t cheat”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. “Don’t walk around the class”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 1, most of the teachers used negation words as their tools in giving instruction. The teacher might use negation word to prohibit the students doing unnecessary things that can distract their concentration in class. As the researcher observed the teacher A, B and C, this show that they used authoritarian mostly to control the classroom situation. Different with teacher A and C, teacher B also
used authoritarian style but she was more communicative to students. If we see at number 5 and 6, it seems that teacher B is more communicative by showing attention to the detail of the students.

Every teacher has their own classroom arrangement. Teacher A often used authoritarian style, he often rearranged the setting of the class that all of the students sit in one line in front of the class (total number of student were 4). Teacher A believed that the setting could make the students more focus on the teacher and the explanation. It is different with teacher B and C that used “U” classroom setting with the teacher in the middle of the students. The teacher believes that this will make the students understand more and focus on the material. However, because of the lack of the room capacity, the teacher B made some students sit in the floor. Based on the observation, this might not be efficient enough because the students who sat on the floor did not concentrate doing their assignments and were not able to finish on time.

The assignments used by teacher A and C for the students are commonly individual assignments. This shows that the teacher were taking control over students by giving individual works. As the researcher observed, the students focused doing their assignments and were able to finish on time. The teacher believe that this would make students understand more and focused on the material. But on the other hand, the students could not share their ideas and give opinions about the assignment.

Rules are the important tools to manage the classroom. This was shown from the way the teachers used rules to manage their classes. The class situation became conducive for the teaching and learning process. Based on my observation, all of the students obeyed the rules and they were not noisy. Teacher A would give punishment,
such as asking the students to go outside the classroom or standing behind the class. Despite of that, the students were also able to learn about responsibility by bringing the handout for the class and discipline in class. Teacher C also stated the rules to make the students discipline and respect. Different with teacher B, although the teacher already stated the rules and the punishment there were some students playing their gadgets under the tables.

All of the teachers used authoritarian styles but teacher A was more successful in managing his class. It was probably because he used mostly the authoritarian style. He believed that slow learners must be treated a little bit different with many instructions to guide them and make them understand better.

Teacher A:

“Kaloanak-anak sepertimereka di manjamalah semakin ‘ngelunjak’ dantidak mau belajar”

(“If we spoiled them, they won’t study anymore”)

(Translated by the researcher)

There are many reasons for using authoritarian styles. Some of them are students become discipline and respect the teacher. The teachers are also able to control the students when the teaching and learning process occurs. As the researcher observed, teachers who used the authoritarian style, mostly were able to control the classroom and make the students focus on the material. The class situation was also conducive.

Teacher B:

“Anaksepertimereka pun harus kita ajarkan disiplin dan menghormati guru”

“Children that need special treatment like them also have to learn discipline and respect the teacher”
Teacher C:

“Dampak positifnya guru bias langsung mengawasi murid dan murid bias focus kedepan memperhatikan pelajaran”

“The positive effect is teacher can control the students directly and students are able to focus on the material”

(Translated by the researcher)

**Authoritative**

The researcher found that the teachers did not only use the authoritarian style in teaching slow learners but also the authoritative. Authoritative teachers always created a warm situation in the classroom so that the students could feel free to ask questions or develop their skills. The authoritative style was shown in the instruction, classroom setting, the way the teacher gave the students assignments and rules as can be seen in table 2.

As we can see in table 2, the authoritative style was done by teacher A. He often used jokes when the students looked bored. The teacher threw them jokes to warm the class situation. But still the teacher asked the students to follow all the rules that he drew. Different with teacher A, teacher B was more creative to attract students’ attention by using games and drawing activities. When giving the assignment, she gave a description about the assessment using games. This helped students understand more and focus on the assignments. The authoritative style was shown from teacher C who was using drawing activities. Teacher C believed that using pictures when explaining the assignments would help students understand better and also stimulate their brains.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Instruction</th>
<th>Classroom setting</th>
<th>Assignments</th>
<th>Rules</th>
</tr>
</thead>
</table>
| **Teacher A** | 1. “If you are noisy, you will turn into a big monkey”  
2. “Don’t move your table, or I will ask you to sit in mine”  
3. “If you still looking outside, I will sent you out” | The students were sitting in a row with two students in front and two other behind | Individual   | No playing in class and table must be in place.                       |
| **Teacher B** | 4. “Let’s play using card here”  
5. “Please stick the card on white board”  
6. “Please read the card one by one” | The class setting is “U” shape and the teacher in the middle of the class | Group         | No rule                                                              |
| **Teacher C** | 7. “So let’s draw animal that lives in the water”  
8. “Wow, nice drawing. Give applause”  
9. “Please make a group of 2” | The class setting is “U” shape and the teacher in the middle of the class | Individual   | No rule                                                              |

Another key terms in the authoritative styles is the low control of the students in class shown from the fact that there is no rules stated by teacher B and teacher C. When the researcher observed teacher B and C, some of the students were still playing their gadgets and did not listen to the teacher’s explanation. Some others were busy with their own world and did not listen to the teacher.

Despite of its advantages, there are many weaknesses using authoritative styles. As the researcher observed, the class situation was a little bit noisy and some
students still disobeyed the rules. I saw that some of them were walking around the class and chatting each other. Because of the lack control from the teacher, students seemed to have a low respect to the teacher. They were not able to finish the assignment on time.

**Teacher A**

“*Biargabosenkitaharuserikmerekah, bikinuyonanjugabiargategang.*”
“We have to make them interested for example using jokes to make them not feel bored”
(Translated by the researcher)

**Teacher B**

“*Anakjanganselaluditegasikarenamembuatanakkacaui*”
“If we always being strict to students, they will become confused”
(Translated by the researcher)

**Teacher C**

“*Memberi stimulus berupagambarkeanaksesuaidengantema bias membuanakmenjadikonsentrasidan focus*”
“Giving stimulus such as picture based on the topic for the students make them concentrate and focus”
(Translated by the researcher)

**CONCLUSION**

The study was aimed finding the classroom management style that the teachers use when teaching slow learners. The result showed that authoritarian and authoritative styles were used by the teachers to teach slow learners. They believed that both of this styles are able to make the students obey the rules and understand better. Here, for slow learners, the authoritarian style is useful to increase the discipline among the students. Slow learners have difficulties in understanding and obeying the rules. The authoritarian style will help them to be more discipline. However, the effect of using authoritarian style is that students were less cooperative in the learning process. Most of slow learners were categorized as passives because
they have difficulties in digesting the materials, the over control of the teacher will make them feel afraid to develop their skills.

Another style that the teacher used was the authoritative style. Authoritative styles are also important to use for slow learners to develop their skills and make them understand more. Here, most of the teacher use authoritative style to attract the students’ attention and students’ mood. As we know that slow learners are categorized as students with special needs so the teacher treat them special to make them have desire in study. Using authoritative style makes the teacher creative and smart to find a unique way to attract the students’ attention. The students are more interested with the lesson and not get bored. Using games, pictures or even jokes also reduce the level of difficulty when absorbing the material. Students become more active and creative to make a new idea in their assignment. They can develop their skill without worrying. The lack of this style is that students become less obey and disrespect to the teacher. Some of students assumed that they can do anything they want but they forget that they have several rules in class.

The combinations between authoritative and authoritarian are a good combination because these styles can complete each other. Teacher who teachesslow learners should know when they have to be strict to the students and when they have to give some freedom to the students. They cannot teach slow learners by allowing them to do anything they want, give a lot of free time or low in controlling students’ attitude. In managing a class, the authoritarian style is needed to balance the class with make fun and serious learning processes. Both authoritarian and authoritative styles are the best styles that slow learner teachers use to manage the classroom. The lack of number of school that were observed is the pedagogical implication of the
The researcher did the observation only for 3 months, and maybe if the researcher did the observation longer the result may be different and more accurate. Suggestion for teachers that teach slow learners is that they can use more than one classroom management styles for example the authoritarian and authoritative style. The teacher also have to be creative in teaching because slow learners are interested in creative activity and this also stimulates their brain.

The researcher hopes that there will be other researchers who will study and analyze deeper about the classroom management so that they can complete this research and we can get better understanding about classroom management and the importance for students and teacher in teaching and learning process.
REFERENCES


Guangco, Laura. 2008. *Classroom Management Styles and Teaching Performance of Faculty members of La Salle University*. College of arts and sciences


Wright, Diana. 2012. *What is your classroom management profile?*. Journal. Iowa University


### Appendix

Figure 1. Observation Protocol

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Teacher:</th>
<th>Date/ time :</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom :</td>
<td>Duration :</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>ARS</td>
<td>AVS</td>
<td>DS/DT</td>
</tr>
</tbody>
</table>

### Types of Classroom management styles

<table>
<thead>
<tr>
<th>Data</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interview Question

1. Bagaimana cara anda untuk mengatur kelas slow learners?
2. Apa yang biasa anda lakukan untuk mengatur kelas saat kegiatan pembelajaran berlangsung?
3. Apakah ada gaya terarah dalam manajemen kelas untuk slow learners?
4. Apakah gaya anda dalam manajemen kelas memberikan dampak positif atau negatif bagi siswa?
5. Apakah ada kendala dalam manajemen tersebut?
6. Bagaimana cara mengatasi kendala tersebut?
Interview Transcript

1. SD BinaHarapan

Interviewer : I
Teacher A : TA

I : Selamat Pagi, saya Reza dari Universitas Kristen Satya Wacana ingin mewawancarai Anda tentang manajemen kelas untuk anak slow learner. Bagaimana cara Anda mengatur kelas untuk anak slow learner saat pelajaran berlangsung?

TA : Yang terpenting kitaharus mengenali dukundisian anak karena kadang tidak hanya slow learner saja, tapi ada yang autis dan hiperaktif. Tapi untuk anak slow learner yaharus intense dalam mengajar, harus diulang terus.

I : Adakahaturan tersendiri yang andaterapkan dalam memanajemenkelas?

I : Apakah gamagemanajemenkelas tersendiri yang Anda pakai?

I : Apakah dengan membersikap tegas kesiswa akan berdampak positif dalam pemahaman mereka?
TA : Kalau ditegasi 2 tidak selalu berhasil karena suasanahati anak akan berubah dengan tegas, mereka dipatuhi dan focus. Biargabosen kita harus menegargan.

I : Adakah efek dari member sikap tegas kesiswa?

I : Apakahkendalanya yang Anda alami dalam manajemen kelas untuk anak slow learner?

I : Adakah hal lain yang Anda inginkan ditambahkan?
TA : Sebetulnya SLB inibelum adakurikulum sendiri yang khusus untuk anak kanker bervariasi, paling daripada k sekolah, jadi kita harus rajin mengajar dan material yang untukan normal jadilebih baik, kualahadakurikulum disendiridengan pinterpiannya guru dalam mengatur anak biar focus kepelajaran.
2. SLB WantuWirawan

Interviewer : I
Teacher B : TB

I : Selamatsiang, saya Reza dari Universitas Kristen Satya Wacana ingin mewawancarai anda dan mengenai manajemen kelas untuk anak slow learner. Bagaimana cara anda mengatur kelas untuk anak slow learner saat pelajaran berlangsung?


I : Bagaimana cara anda menertibkan mereka supayamerekamematuhi anda?

TB : Yaharuskarnahari caranya, janganselaluditegasikareanaankembatatanakkacau. Kalaumereka berbuat salah, sayamengajarkan merekaitahap dan memberitahu apa yang harus merekakalakan.

I : Apakah ada gaya manajemen kelas tersendiri yang anda pakai?


I : Apakah gaya manajemen tersebut membawa dampak tersendiri?

TB : Iya, anakjadi tidak bosan dan perhatiannya hilang, jadi sayamembuat game sendiri. Mereka akan mudah bosan dan perhatiannya hilang.

I : Adakah kendala dalam manajemen kelas?


I : Bagaimana cara anda mengatasi kendala dalam manajemen kelas?

TB : Yamanemangagaksulititapimemanggarussabar. Sayajuga tidak membaka-bedakan anak, semuamajadicolor sendiri yang salah asalah.

I : Bagaimana cara anda mengatasik sola yang susahdalamengaturanmanajemenkelasnya?

TB : Biasanyakalau mereka rebut, sayiadamsajaaksudah atau kodenyabawunjikasayaditintartuntinyasadengangarah, lalumerekamulaidiam diantidikribut.
3. SLB Banjaran
Interviewer : I
Teacher C : TC

I : Selamat siang, saya Reza dari Universitas Kristen Satya Wacana ingin mewawancarai Anda dan mengenai manajemen kelas untuk anak slow learner. Bagaimana cara Anda mengatur kelas untuk anak slow learner saat pelajaran berlangsung?

TC : Saya mengatur kelas dengan menggunakan stimulus berupa gambar, anak yang ramai biasanya langsung tertarik dan menjadi focus.

I : Apakah ada gaya manajemen tersendiri?

TC : Tidak, saya lebih sering menggunakan gambar yang sesuai tematik dan siswa tertarik dan menjadi fokus. Tapilah audiet apabila masih ramai, siswa selalu tertarik guru. Saya juga suka mengatur meja dalam lingkaran, siswa menjadi focus dan guru bisa mengamati tugas yang dikerjakan siswa.

I : Apakah Anda sering mengatur kelas seperti ini?

TC : Sering, apalagi karenakelas kita tidak banyak, siswa lebih terkonsentrasi dan bisa diterima dengan baik.

I : Apakah dampak manajemen kelas seperti ini?

TC : Dampak positifnya guru bisa mengawasi siswa dengan mudah dan siswa bisa fokus pada pelajaran, siswa juga lebih terkonsentrasi pada tugas yang diberikan. Adakah dampak manajemen kelasmu yang tadi Anda maksud?

TC : Sering, apalagi karenakelas kita tidak banyak, siswa lebih terkonsentrasi dan bisa diterima dengan baik.

I : Apakah dampak manajemen kelasmu yang tadi Anda maksud?

TC : Dampak positifnya guru bisa mengawasi siswa dengan mudah dan siswa bisa fokus pada pelajaran, siswa juga lebih terkonsentrasi pada tugas yang diberikan. Adakah dampak manajemen kelasmu yang tadi Anda maksud?
Biasanya usahadi turdan semaunyase merekasendiri, konsentrasimerekajugaterbatastdidak lama.

I: BagaimanacaraandamengatasiKendaladalam memanajemen itu?