THE CORRELATION BETWEEN CLASSROOM MANAGEMENT AND TEACHER'S ROLE IN THE CLASS TOWARD STUDENT'S ENGLISH ACHIEVEMENT AT THE SEVENTH GRADE STUDENTS OF SMPN 9 KOTA JAMBI

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abstrak

Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara manajemen kelas dan peran guru terhadap prestasi bahasa Inggris siswa kelas 7 pada SMPN 9 Kota Jambi. Salah satu hal penting dalam proses belajar adalah bagaimana manajemen kelas dan peran guru itu dapat membuat siswa mudah dalam menerima proses belajar dan prestasi siswa dapat meningkat. Formulasi dari penelitian ini adalah bagaimana korelasi antara manajemen kelas terhadap prestasi bahasa Inggris siswa dan bagaimana korelasi antara peran guru terhadap prestasi bahasa Inggris siswa. Metodologi penelitian ini adalah kuantitatif deskriptif dan tujuannya adalah untuk mengetahui korelasi antara manajemen kelas terhadap prestasi bahasa Inggris siswa dan korelasi antara peran guru terhadap prestasi bahasa Inggris siswa, kemudian dianalisis dengan menggunakan statistik deskriptif dengan menggunakan program SPSS. Populasi dan sampel dalam penelitian ini adalah siswa kelas 7C di SMPN 9 Kota Jambi, total sampel adalah 27 siswa. Berdasarkan hasil penelitian dari Chi-square tes statistik didapat nilai p 0,02 (p-value< 0,05), ini berarti bahwa ada korelasi yang signifikan antara manajemen kelas terhadap prestasi bahasa Inggris siswa dan nilai p 0,02 (p-value< 0,05) ini berarti bahwa ada korelasi yang signifikan antara peran guru terhadap prestasi bahasa Inggris siswa.

Kata kunci: Korelasi, , manajemen kelas, peran guru, prestasi bahasa Inggris.

INTRODUCTION

Teachers are the key figures in learning process. Their influence is fundamental to their students' progress or lack to achieve the desired result. Teachers play very important roles in educational practice because it is the teachers who conduct a learning-teaching process, which is one of the cores of the educational activity. In addition to playing their roles, teachers also need strategies and method to maintain conducive classroom environment so that the students succeed in learning process and gaining the learning objectives.

Based on Oxford dictionary, role is actions or functions of a person in some activity. Harmer (2007), in his book divides the role of the teacher in the classroom into five major roles namely: the teacher as a controller, prompter, participant, resource, and tutor. The role that teachers take on is dependent on what it is they wish the students to achieve. Therefore teachers should be able to adopt variety roles which facilitate learning. However some teachers only act as controller or as tutor. Of course it is not effective in some activity and group of age.

There are times when acting as a controller makes sense, for example when giving explanation, organizing question and answer work, lecturing, making announcement, or bringing a class to order. Indeed, such leadership may have highly beneficial effect on a group, especially in the early stages. In many educational contexts it is the most common teacher role, and many teachers fail to go beyond it since controlling is the most comfortable with. Yet it is pity because by sticking to one mode, teachers deny themselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for students' enjoyment of that learning.

To create success oriented classroom teachers not only play their roles but they also have to manage the classroom. Classroom management skills can help teachers maintain classroom control and make them more effective teachers as well. However, sometimes things don't work as well as they have planned. There may be many reasons for this, but the one that many teachers find most difficult to deal with is when students fail to cooperate. This can disrupt the learning which should be taking place sometimes, when individuals get significantly out of control, lessons have to stop while the teacher reestablishes order. Such moments of disruption can be unsettling, not just for teachers but also for students, especially since their aim, as classroom managers, it is to promote students success, rather than to become involved in damage-limitation. Therefore classroom management and teachers' role influence the achievement of the students. Teachers have to know how to manage the class and play their roles well. It is interesting for the writer to study about classroom management and teachers roles.

Therefore classroom management and teachers' role influence the achievement of the students. Teachers have to know how to manage the class and play their roles well. It is interesting for the writer to study about classroom management and teachers roles.

In this study, the writer does research at the seventh grade students of SMPN 9 Kota Jambi. Based on the writer experience when the writer observed the English teachers and found how the teacher's manage the classroom and play their role well although sometimes they have problem

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to manage the students in the class and it all will be influence for the students achievement. So in this research the writer wants to know the correlation between classroom management and teachers' role toward English achievement.

The general purpose of this research is to find out the correlation between classroom management and teacher's role toward English achievement. The specific purposes of this research are to know how the correlation between classroom management toward English achievement and to know how the correlation between teachers' role toward English achievement.

There are two kind of variables would be used in this research, they are independent variable and dependent variable.

a. Independent Variable

According to Sugiono (2010:61) independent variable is the variable which the influences or the cause of the change or the onset of the dependent variable (bound), the independent variable of this research are classroom management and teacher's role. In this research classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class and there are seven teacher's role in the class have to play as a teacher, they are teacher as a learning resource, as a facilitator, as a manager, as a demonstrator, as a guide, as a motivator, and as an evaluator.

b. Dependent Variable

According to Sugiono (2010:61) dependent variable is variables that may affect or be the result, because of the independent variables, in this case is the students' scores. The dependent variable in this research is english learning achievement of the student. While English learning achievement is the ability of the student after learning process. English learning achievement as a subject of assessment intrinsically asses the ability of the student toward instructional purposes of the lesson. Student learning achievement score in this research is taken from formative evaluation score of student in the seventh grade in semester 1 in class VII C SMPN 9 Kota Jambi.

According to Arikunto (2006:71) hypothesis is a temporary answer to the research problems, until proven by the data collected. There are two hypotheses in this study: (1) the null hypothesis (Ho) and (2) the alternative hypothesis (Ha).

1. Ho: There is no correlation between classroom management and teacher's role toward students' English achievement.
2. Ha: There is correlation between classroom management and teacher's role toward students' English achievement.

RELATED LITERATURE

Natawijaya (1979:50) says that "learning achievement usually is stated by scoring, the learners who get low achievement, have low scores". So it can be summarized that learning achievement is the learning result which has been gotten by the learner that is stated by suitable value with the learner's effort. In the teaching learning activity, someone's learning achievement depends on his or her ability including talent, interest, and intelligence. A high ability student tends to achieve a high score and vice versa.

On the other hand, Purwodarminto (in Nurkholis: 2007) states that learning achievement is domination of knowledge or skills which developed by subject, as a rule shown with value of test number given by teacher. According to Rusyan, (in Nurkholis:2007) learning achievement represents result of existence of execution and plan learning process, so that supporting information is needed to be accompanied with adequate and objective data.

From some opinions of experts above, learning achievement can be concluded that achievement is ability of someone at certain area in reaching teaching learning objectives. This assessment can in the form of letter or number. While the assessment expressed in this research is English achievement subject of the students.

Teachers play very important roles in educational practice it is the teachers who conduct a learning-teaching process, which the core of the educational activity. One important is instruction about academic content to promote in student the development of knowledge for problem solving and creative effort. As stated by Tony Wright (1987), there are two majors role of the teacher in the classroom. The first is as management function that is to create the condition under which learning can take place. And the second is as the instructional function that is important, by variety of means and knowledge to their learners.

According to Richard (2001:2), the teacher is an important person in the classroom. He/she has a great influence over the students, in terms of motivation, confidence, attitudes to learning, beliefs about learning, and social morals. It has been said that a good teacher can produce great results from event the worst programmed and that a bad teacher will make even the best programmed fail.

There are seven roles of teachers' in the classroom which are very important to understand and the teachers have to play the roles well. The first teacher role is as a learning resource. A good teacher as a learning resource is if he/she can master the learning material. Second, teacher as a facilitator, the role of the teacher is giving the service to make students easy learning activities.

Third, teacher as a good manager is teacher who can create the learning climate where the students can learn in a comfortable atmosphere. Fourth, teacher as a demonstrator means the teacher can show the students everything that can make students more understand and appreciate in every messages are presented. Fifth, teacher as a guide, because the students are unique individuals and also they have differences in some aspects such as talents, interests, abilities and so on, those differences require the teacher to act as guide. Sixth, teacher as a motivator, the learning process will be successful when students have motivation to learn so the teachers have to arouse students' motivation and interest. The last is teacher as an evaluator; the role of teacher is to collect the data or information about the success of the learning that has been done, and there are two functions of evaluation. The first is for students to determine students' achievement and the second is to determine the teachers' achievement in implementing all activities that have been programmed.

Based on the descriptions about teachers' role above we can conclude that teachers have very important role in the classroom. When teachers play their roles well, it will influence the students' achievement. A good teacher can produce great results even from the worst programmed, and a bad teacher will make even the best programmed fail.

According to Iskandar (2009:210) classroom management is planned and deliberated activities carried out by teachers with the aim of creating and maintaining optimal conditions, so expects the learning process can be run effectively and efficiently, in order to reach the learning objectives. Rukmana (2011:107) said that classroom management is the teachers' activities to develop and maintain effective classroom organization, includes: teaching objectives, setting time, setting the room and equipment, and grouping students in learning. Another definition of classroom management is proposed by Raka Joni, classroom management is the teachers' activities in the classroom that create and maintain optimal conditions for the occurrence of the learning process. Wilford (1986) said that classroom management is a set of teacher's activities to create and maintain of classroom discipline to connect good interpersonal relationships and socio-emotional climate of the positive class.

Another expert, Djamarah (2002:195) said classroom management is one of teachers' tasks which have never been left. The teacher always manages the classroom when he is performing his duties. Classroom management is intended to create a conductive learning environment for students so that teaching objectives are achieved effectively and efficiently. When the class is disrupted, the teacher tries to restore it from becoming an obstacle to the learning process. From many views about classroom management above, we can conclude that classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class so the teaching learning process can be run effective and efficiently and the propose of the study can be achieved.

Based on the theory above, we can conclude that the objectives of the classroom management is the students in the class can work orderly so that the objectives of learning are achieved effectively and efficiently and the objective of classroom management consists of four they are to realize situation and condition of the classroom, to remove the obstacles that can hinder the establishment the learning interaction, to provide and manage the learning facilities that support and enable students to learn based on social environment, emotional and students intellectual in the classroom, to guide students based on social background, economic, cultural and individual properties.

RESEARCH METHODOLOGY

The design of this research is descriptive quantitative research with the correlation characteristic. Cresweell (1994:117) stated a survey design provides a quantitative or numeric description of some fraction of the population the sample through the data collection process of asking questions of people. Arikunto (2006:12) argue quantitative research use of the numbers start from data collection, describe the data and also show the result of the research. Another opinion about quantitative research Nunan (1992:3) quantitative research is obtrusive and controlled, objective, generalsable, outcome oriented, and assume the existence of 'facts' which are somehow external to and independent of the observer or researcher. Based on some opinion about quantitative research above we can conclude that quantitative research is the research which use the numbers and the data collection process of asking questions of people also the research that make prediction then analyze the data statistically and strengthen the facts.

Descriptive data is used to describe the correlation between classroom management and teacher's role toward students' English achievement. In this research the writer takes the data from the student's formative evaluation and the student's responds to the questions. And then, from the data, the writer can analyze the correlation between classroom management and teacher's role toward students' English achievement.

The data of the research are the teacher's role (X1), classroom management (X2) obtained from

the questionnaire and students' English achievement will obtained from students' formative score in semester 1 in English teacher's document at SMPN 9 Kota Jambi (Y).

Questionnaire is a technique of data collection is carried out by giving a set of questions or a written statement to the respondent to answer (Sugiyono, 2010: 199). In this research the writer will give questionnaire, it will describe data about the correlation between classroom management and teacher's role toward students' English achievement. There are 33 questions that will be answer by students. The specifications of the questionnaire can be seen in table below:

Table 1. The Specification of the Questionnaire

Variable	Indicator	Description	Number of Question
Teacher's Role	Learning resource	1.The mastery of material	3 items (No 1,2,3)
	Facilitator	2. Giving service	2 items (No 4,5)
	Manager	3. Creating the learningclimate	2 items (No 6,7)
	Demonstrator	4. Showing attitude and the way to understand the material	2 items (No 8,9)
	Guide	5. Guiding the students' individually	2 items (No 10,11)
	Motivator	6. Giving motivation	2 items (No 12,13)
	Evaluator	7. Collecting the data or information about the success of the learning that has been done	2 items (No 14,15)
Classroom Management	Teacher's activities in the classroom in managing the students'	8. Checking attendance 9. Collecting the student's work 10.Distribution of materials and equipment 11.Gather the information from students 12.Recorded of data 13. Maintained files 14.Present the learning material 15.Giving the task/homework	1 item (No 1) 3 item (No 2.3.4) 1 item (No 7) 1 item (No 9) 1 item (No 6) 1 item (No 5) 1 item (No 8) 1 item (No 10)
	Teacher's ability related with created and maintenance of optimal condition for learning process(preventive actions)	16.Responsiveness 17.Divided attention 18.Focusing the interest group	1 items (No 11) 1 item (No 13) 2 item (No 14.15)
	Teacher's ability related to the development of optimal learning conditions	19.Behavior modification 20.Problem solving approach of group 21.Find and solve the behavior that cause of problem	1 item (No 16) 2 item (No 12.17) 1 item (No 18)
Student's English Achievement		Student's English Formative Evaluation	

Source: Sanjaya et.al (2010)

Every questioner in collecting data has five possibility answers with using Liker Scale, that is: Always (A), Often (O), Sometimes (S), Almost Never (AN) and Never (N). For statement give score for each choice: A=5, O=4, S=3, AN=2 and N=1.

Table 2. Alternative Answer and Scoring in Questionnaire

Item Score	Always	Often	Sometimes	Almost never	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Source: Sugiyono (2010)

According Arikunto (2002:144), validity is a measure that shows the levels of validity of an instrument. An instrument is valid or invalid have high validity. Reliability of the assessment or gap of a measuring instrument to measure what is measurable. This means that whenever the instruments are used will give the same outcome measure (Arikunto, 1998:170). Validity and reliability testing is done by making the lattice based on the indicators to be measured. To measure the validity the instrument of the Teacher's Role and Classroom Management by using SPSS Version 16 by using the formula alpha.

Document can also be used to collect the data. The data in this research is student's formative evaluation. According to Arikunto (2006:231) documentation is derived from word "document" that means written things. In this research, the method of documentation is used to get the data about student's English achievement.

In collecting the data, the researcher did some steps as follows:

1. Distributing the tryout of questionnaire to the students who did not belong to the sample, those are to find out the validity and reliability of the questionnaire.

2. Testing the validity and reliability of the questionnaire.
3. Determining the questionnaire which suitable with the criteria.
4. Distributing the questionnaire to the respondents or sample of this research.
5. Collecting the questionnaire from the respondents.
6. Asking the students' achievement from the English teachers.

Univariate analysis performed to describe the frequency distribution of the independent variables (classroom management and teacher's role) and the dependent variable (English achievement). Bivariate analysis aims to determine the correlation between the independent variables (classroom management and teacher's role) and the dependent variable (English achievements) significant levels of this research see the value probabilistic (p-value), the variable is said to have a significant correlation if the p-value <0 , 05. Data were processed using SPSS version 16.

ANALYSES AND RESULTS

The result of this research got the data from respondent, from data analysis saw how description about correlation between classroom management and teacher's role toward students' English achievement. From questionnaires that gave to respondent are students at seventh grade class of SMPN 9 Kota Jambi, so will know how correlation between classroom management and teacher's role toward students' English achievement.

The purpose the test of the questionnaires are to see the level of validity and reliability of each variable on each research question (the show result) as a valid questioner can be said if the value of r. Based on test reliability of the questionnaire obtained values of each variable to calculate the alpha value 0,978 it means the reliability coefficient value ≥ 0,60 so, the instruments are reliable. To know the validity of the questionnaire if r count ≥ 0,361 so can be said the questionnaires are valid, but if the r count ≤ 0,361 so can be said the questionnaire invalid. Based on the test of validity questionnaire above can be conclude all of the questionnaires are valid because based on the r count from each questionnaire ≤ 0,361.

Univariate Analysis

Univariate analysis which did is frequency distribution from research variable such classroom management and teacher's role (independent variable) and English achievement (dependent variable).

Percentage of Classroom Management.

Based on the questionnaires are given to the students can be explained that 18 questions related to the classroom management, and then the researcher analyzed it to see the percentage how is the total of students which answer good category and how is the total of students which answer less good category, it is do with univariate analysis from SPSS program. If the result ≥ median its means can be said good category and if the result ≤ median can be said less good category. The result can be seen in the table below:

Table 3. Frequency of Classroom Management

No	Classroom Management	Frequency	Percentage
1	Good	15	55,6%
2	Less Good	12	44,4%
Total		27	100%

Based on the analysis of the questionnaire which related to the Classroom Management above were 15 students which answered the Classroom Management good category with 55,6% percentage and the students got less good category were 12 students with 44,4% percentage.

Percentage of Teachers Role in the Classroom.

Based on the questionnaire are given to the students as much as 15 questions which related to the teacher's role in the class and to see the percentage how is the total of students which answer good category and how is the total of students which answer less good category, it is do with univariate analysis from SPSS program. If the result ≥ median its means can be said good category and if the result ≤ median can be said less good category. The result can be seen as the table below:

Table 4. Frequency of Teacher's Role

No	Teacher's Role	Frequency	Percentage
1	Good	19	70,4 %
2	Less Good	8	29,6 %
Total		27	100%

Based on the analysis of the questionnaire which related to the Teacher's Role above were 19 students got good category with 70,4% percentage and the students got less good category were 8 students with 29,6% percentage.

Percentage of English Achievement.

Based on the analysis the students achievement which looked from students formative evaluation, and to see the percentage how is the total of students which answer good category and how is the total of students which answer less good category, it is do with univariate analysis from SPSS program. If the result ≥ median its means can be said good category and if the result ≤ median can be said less good category. The result can be seen as the table below:

Table 5. Frequency of English Achievement

No	English Achievement	Frequency	Percentage
1	Good	16	69,3 %
2	Less Good	11	40,7 %
Total		27	100%

Based on the analysis of the questionnaire which related to the English Achievement above were 16 students got good category with 69,3% percentage and the students got less good category were 11 students with 40,7% percentage.

Analysis of Bevariate.

Bivariate analysis did to know the correlation between Independent variable that is classroom management and teacher's role toward students' English achievement. So the researcher did the bivariate analysis by using *Chi-Square* test statistic with the following result:

The Correlation between Classroom Management toward Students' English Achievement.

To know the correlation between classroom management toward students' English Achievement did by SPSS program or bivariate analysis with *Chi-Square* test. The result can be explained on the table below:

Table 6. The Correlation Cross Tabulation of Classroom Management toward English Achievement.

English Achievement	Classroom Management				Total		ORCI	P VALUE
	Less Good		Good		N	%		
	N	%	N	%				
Less Good	7	63,6 %	4	36,4 %	27	100	761- 868 19.468	0,002
Good	5	31,2 %	11	68,8 %	27	100		

From table 6 above known from 27 respondent which got the correlation between classroom management toward students' English achievement with less good category are 7 students with 63,6% percentage, and which get good category are 4 students with 63,4% percentage. And the students' which got good category the correlation between classroom management toward students English achievement are 5 students' got less category with 31,2% percentage and good category are 11 students with 68,8% percentage.

From the test result Chi-Square statistic got p-value 0,02 (p-value <0.05) it means there is a significance correlation between classroom management toward students' English achievement in the class VII C with OR (odd ratio) that is (761-868) this means the respondent which got less good English Achievement 19,468 times greater chance to obtain good result on the English subject.

The Correlation between Teacher's Role toward Students' English Achievement

To know the correlation between teacher's role toward students' English achievement did by SPSS program or bivariate analysis with *Chi-Square* test. The result can be explained on the table below:

Table 7. The Correlation Cross tabulation of Teacher's Role toward English Achievement

English Achievement	Teacher's Role				Total		ORCI	P VALUE
	Less good		Good		N	%		
	N	%	N	%				
Less Good	1	9,1 %	10	90,9 %	27	100	0,30-0,13 1.258	0,002
Good	7	43,8 %	9	56,2 %	27	100		

From table 7 above known from 27 respondents which got the correlation between teacher's role toward students' English achievement with less good category were 1 student with 9,1% percentage which got less good category, and 10 students with 90,9% percentage which got good category. The correlation between teacher's role toward students English achievement with good category got the data were 7 students with 43,8% percentage got less good category and 9 students with 56,2% percentage got good category. From the test result *Chi-Square* statistic got p-value 0,02 (p-value <0.05) it means there is a significance correlation between teacher's role toward students' English achievement in the class VII C with OR (odd ratio) that is (030-013) this means the respondent which got less good English achievement 1.258 times greater chance to obtain good result on the English subject.

Discussion

Based on the result of the research can be explained based on the univariat analysis which did is frequency distribution from research variables such classroom management and teacher's role (independent variable) and students' English achievement (dependent variable).

For classroom management percentage got the data from the questionnaire which give to the students can explained 18 questionnaires related to the classroom management with the analyzes of the questionnaire related to the classroom management got 15 students which answered classroom management good category with 55,6% percentage and the students got lees good category are 12 students with 44,4% percentage. It means the classroom management which make can be good categorized because it can see from the a half of the total questionnaire that give to the students with good answered, and only a few of the students which answered the classroom management with less good category.

Based on the questionnaire the teacher's role in the class which gives to the students are 15 questionnaires which related to the teacher's role in the class. Based on the analyze of the total questionnaire which related to the teacher's role are 19 students got good category with 70,4% percentage and the students which got less good category are 8 students with 29,6% percentage. Based on the analysis of students' English achievement which looked from students' formative evaluation

related with Students English achievement are 16 students got god category with 69,3% percentage and the students which got less good category are 11 students with 40,7% percentage. Based on the analysis of bivariate did to know the independent variable that is classroom management toward students' English achievement. So, it did bivariate analysis by using *Chi-Square* test statistic, from 27 respondents which got the correlation classroom management toward students' English achievement with less good category is 7 student with 63,3% percentage, and which got good category are 4 students with 36,4% percentage. And the student which got good category the correlation between classroom management toward students English achievement are 5 students got less good category with 31,2% percentage and good category are 11 students with 68,8% percentage.

From the test result *Chi-Square* statistic got p-value 0,02 (p-value <0.05) it means there is a significance correlation between classroom management toward Students' English achievement in the class VII C with OR (odd ratio) that is (761-868) this means the respondent which got less good English achievement 19.468 times greater chance to obtain good result on the English subject. From 27 respondents which got the correlation between teacher's role toward students' English achievement with less good category were 1 students with 9,1% percentage which got less good category, and 10 students with 90,9% percentage which got good category. The correlation between teacher's role toward students English achievement with good category got the data were 7 students with 43,8% percentage got less good category and 9 students with 56,2% percentage got good category. From the test result *Chi-Square* statistic got p-value 0,02 (p-value <0.05) it means there is a significance correlation between teacher's role toward students' English achievement in the class VII C with OR (odd ratio) that is (030-013) this means the respondent which got less good English achievement 1258 times greater chance to obtain good result on the English subject. In hypothesis testing it found that H_a is accepted and Ho is rejected it means there is a significant correlation between classroom management and teacher's role toward students' English achievement. Based on the result of test, we know that H_0 is rejected. So the researcher assumes that classroom management and teacher's role in the class is very informant because it will be influence for the student's achievement. As the teachers' have to know what they have to do in the class so the classroom management can be run effectively and play the role well.

CONCLUSION

Based on the results of research that has been presented in the previous chapter can be concluded that the classroom management has a significant correlation toward English achievement with the analysis value of Chi-square statistic test obtained p-value 0.02 (p-value <0.05) which means there is a correlation significant between the classroom management toward English achievement in class VII C with OR (odds ratio), that is (761 to 868) this means the respondent which got less good English Achievement 19.468 times greater chance to obtain good result on the English subject.

Furthermore, can also concluded from the test result Chi-Square statistic got p-value 0,02 (p-value <0.05) it means there is a significance correlation between teacher's role toward students' English achievement in the class VII C with OR (odd ratio) that is (030-013) this means the respondent which got less good English achievement 1.258 times greater chance to obtain good result on the English subject. So can be said there is a significance correlation between classroom management and teacher's role toward students' English achievement, for it can be said Ho is rejected and Ha accepted.

Based on the conclusions that have been raised the researcher gives some suggestions they are:

1. The teacher's can manage the classroom management well based on the students' needed within their learning process can run well.
2. Teachers should be able to play a full part in implementing the learning process, manage, and give the good condition to teaching materials and classroom situations.
3. Hope the results of this research can be input materials for teachers and students English Department especially as a comparison in the classroom management and teacher's role in supporting student learning outcomes.

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