

The Classroom Management Approach in the Grammar Practice Class

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Abstract

The grammatical competence is a capacity that is considered necessary to organize words and sentences accurately. Since the teaching of grammar means training the students to improve their communicative competence as well, thus it requires a great deal of time. Although the adequate grammar learning classrooms have been managed, yet the additional grammar practice class is considered necessary to carry out. A number of studies related to traditional and modern grammar learning activities have been conducted. However, there are only a few interests on the classroom management approaches utilized in the grammar practice class. Hence, this study is conducted to analyze the systems, structures, and expectations of the grammar practice class conducted by the English Department at a university in Indonesia. The four primary approaches of classroom management are selected as the main framework in this study. The case study research is chosen to portray the structure of grammar practice class to reveal a particular classroom management approach employed in this program. The process of data analysis discloses that the grammar practice class utilizes the assertive discipline. As a result, the grammar instructor is likely to be classroom leader to create a systematic classroom management.

Keywords: *classroom management, approach, grammar practice class, instructor*

1. INTRODUCTION

Grammar is considered as the most strenuous and challenging aspect in learning a language (Jalali & Dousti, 2012). Nevertheless, grammar is also one of the essential language aspects to be acquired in developing linguistic competence (Yule, 2010), especially grammatical competence. Apprehending the grammatical knowledge may aid the students in establishing the awareness of some rules that regulate the language. In other words, by acquiring the grammatical competence, the students are likely to organize words and sentences structurally and accurately (Yules, 2010). Thus, it is important for the language instructors to design grammar learning activities to ensure that the students learn and master the grammar knowledge properly.

A number of grammar learning activities have been created and analyzed by several researchers (Borg, 1998; Bahruddin, 2015; Lin & Lee, 2015; Chung, 2017; Yusof & Abas, 2017; Ahmad et al., 2018; Moqbel, 2018). Those studies generally assert that grammar is the crucial knowledge for the students to perceive language patterns, encourage grammar awareness, and compare the patterns between English and their L1. Moreover, those studies reveal various grammar learning activities designed based on two categories. The first category is the traditional grammar learning activities in which modern technology is not involved. Meanwhile, the second category is the modern grammar learning activities where technology is involved (Ahmad et al., 2018). Those findings reveal that most language instructors have already acknowledged the concept of how grammar should be taught. However, there have been some opinions declared stating that grammar learning activities are considered too time-consuming (Ellis, 2005; Widodo, 2006; Uysal & Bardakci, 2014).

Teaching grammar means not only explaining the language rules but also training the students to improve their communicative competence (Ellis, 1992). That is to say, it is crucial for the students to not only utilize the grammatically appropriate rules but also be enlightened on when and how to apply the rules (Hymes, 1972). Consequently, the teaching of grammar knowledge requires a considerably great deal of time. Even though adequate grammar learning activities are already arranged in the classroom, yet an additional grammar practice class is crucial to be carried out as well (Kaur, 2014).

The grammar practice classes that have been carried out also implement two classifications of teaching grammar, namely traditional and modern grammar learning activities. The traditional grammar learning activities usually include textbooks, module, puzzles, role plays, and conventional games such as board games (Raines, 2010; Lee, 2012; Shima & Rahmah, 2012; Shima & Rahma, 2013, Vaishnav, 2015). On the other hand, the modern grammar learning activities include mobile applications, online quizzes, and online games (Liu & Chu, 2010;; Jalali & Dousti, 2012; Khonmohammad et al., 2014; Godwin-Jones, 2014). Even though a number of studies have been conducted to disclose kinds of grammar learning activities, yet there are only a few interests on the approaches of classroom management employed in the grammar practice classes.

The classroom management of the grammar practice class is necessary to be observed in order to reveal the systems, techniques, and structures formulated by the grammar instructor in improving the students' grammatical knowledge. Henceforth, this study is projected to investigate the classroom management of grammar practice class carried out in

the English Department at a university in Indonesia. This study is conducted to get a picture of how grammar practice class is structured in the English Department to maximize the grammar competency of the students. Above all, this study also aims to draw and display the structure of grammar practice class in order to disclose a particular classroom management approach utilized in this class as well as its favorable outcomes.

2. LITERATURE REVIEW

2.1 The Notion of Classroom Management

The concept of classroom management basically can be perceived through several points of views. In general, classroom management can be described from two major perspectives, namely behavioristic and humanistic views (Allen, 2010). In the behavioristic view, individuals are considered innately deficient so that they need to be controlled. Therefore, classroom management is primarily recognized as the process of controlling and managing students' misbehavior. Moreover, in the behavioristic view, the classroom management is usually interconnected with discipline and punishment. On the other hand, the humanistic view believes that individuals are essentially ethical and righteous so that they only need to be guided. Hence, classroom management is mainly associated not only with the term discipline but also with other terms such as organization, positive climate, and stimulus or encouragement. In addition, in the humanistic view, the classroom management requires commitment, willingness, and action to understand what works and what does not work (Bosch, 2006).

Another point of view of classroom management is simply specified as a classroom environment created by the instructors in which order is promoted, demonstrated, and maintained (Savage & Savage, 2010). The idea of order includes the physical surroundings arrangement, lesson organization, productive time coordination, motivational and leadership establishment, and teacher authority. Above all, classroom management is also viewed as an environment designed by the instructors to facilitate and support the academic and socio-emotional learning (Evertson & Weinstein as cited in Oliver et al., 2011). Similarly, Yamani (2014) asserts that classroom management is various classroom duties carried out by the instructors so that the learning activities run steadily without any disruptive behaviors. In a nutshell, the concept of classroom management is interconnected with several crucial elements such as rules, structures, duties, organization, encouragement, motivation, and commitment to create an effective learning environment.

2.2 The Classroom Management Approach

The exploration of classroom management strategy has been an interest for years. Many scholars have developed and formulated several strategies, principles, and ideas to provide functional and practical insight of classroom management. Those strategies are generally derived from four major approaches of classroom management, namely behaviorism theory of classroom management, assertive discipline, choice theory, and instructional management. Each approach consists of a number of techniques that can be employed to create an effective learning environment in the classroom.

The behaviorism theory of classroom management is derived from the idea of Skinner's operant conditioning stating that particular behaviors can be continued or

discontinued due to favorable outcomes (Standridge, 2002). The reinforces are usually included to determine whether a certain behavior will be more or less likely to carry on. Those reinforces consist of positive reinforcement, negative reinforcement, and punishment. The positive reinforcement is likely to be carried on to enhance the appearances of desired behaviors, such as by giving positive comments to the students' works as well as providing points and privileges for the students. The negative reinforcement is also employed to foster the desired behaviors of the students by removing a certain thing that the students do not prefer, such as eliminating homework assignments. On the other hand, the punishment is carried on to create unpleasant experiences so that the undesirable behaviors are likely to diminish.

Meanwhile, advocated by Lee Canter in 1976, the assertive discipline is defined as a systematic classroom management approach formulated to aid the instructors in creating a structured and organized learning environment (Aliakbari, 2015). According to this approach, instructors are the prominent classroom leaders to employ assertiveness in maintaining productive and effective learning environments. As a consequence, the instructors are allowed to design and carry out classroom expectations or rules, procedures, and consequences. The instructors need to ensure that the rules, procedures, and consequences are fully apprehended by the students. Thus, the students are likely to be aware of the consequences for their negative behaviors.

The choice theory is the third major approach of classroom management referring to individuals' behavior that is driven by five primary needs. Those primary needs are survival, belonging, power, freedom, and fun (Glasser, 1998). According to choice theory, the productive or unproductive behaviors will occur only if the five primary needs are fulfilled or unfulfilled. Thus, it is important for the instructors to assist the students in making choices to fulfill their primary needs so that productive behaviors can occur. One of the strategies to assist the students in fulfilling their primary needs is by offering 4 crucial questions, such as (1) What do you want to achieve?, (2) What behavioral choices are you making to get what you want?, (3) Is it working?, and (4) What other choices or options do you have?. These questions are likely to aid the students in acknowledging particular things they desire, evaluating their behaviors, and recognizing their options and opportunities to behave properly and positively.

The instructional management is the fourth main approach of classroom management emphasizing direct interconnection between instruction and management. In other words, the instructors need to design instructional plan and practices to gain the students' interests, create a lesson plan to conduct effective learning activities throughout the class period, and formulate a strategy to prevent classroom management issues (Shindler, 2009). According to instructional management, there are five main practices to obtain an effective lesson movement. Those five practices are withitness, overlapping, momentum, smoothness, and group focus. The withitness refers to the instructors' capability to notice and anticipate the possible management issues in the learning activities. The overlapping refers to the multi-task competency of the instructors throughout the teaching and learning process. Meanwhile, the momentum refers to the instructors' capacity to design and create multiple learning activities so that the lesson is likely to occur smoothly. The smoothness refers to the

instructors' capability to remain organized and stay on track throughout the lesson. Moreover, group focus refers to the instructors' capacity to gain the students' interests and engage them in the instructional learning activities.

Several studies related to classroom management for EFL have been conducted previously by some researchers. Most of those studies portray the beneficial aspects of employing certain classroom management approaches for EFL. For instance, the classroom management, along with the language teaching methodologies, is indicated to be a beneficial strategy in assisting the teachers to teach English in rapidly changing circumstances (Sakui, 2007). Moreover, Aliakbari (2015) specifies an effective interconnection between the assertiveness of teachers and performance of students in EFL. The constructive interconnection is likely to be built through the implementation of assertive discipline classroom management. In addition, it is also revealed that an effective classroom management results to efficacious and positive English teaching and learning. This is due to the fact that the classroom management strategy is able to aid the teachers in establishing positive teaching and learning environment (Sieberer-Nagler, 2016). Above all, the other studies also portray the effectiveness of classroom management to maintain the students' behavioral, emotional, academic, and motivational favorable outcomes in EFL (Sanpraset, 2010; Gaudreau, 2013; Gokmenoglu & Gelmez-Burakgazi, 2013; Yazdanmer & Akbari, 2015; Korpershoek et al., 2016; Zamanian & Pouya, 2017; Bai, 2018). The positive and significant results of employing classroom management in EFL are likely to be the predominant basis to investigate the classroom management in the grammar practice class. Therefore, a particular approach of classroom management utilized in the grammar practice class as well as its favorable outcomes can be revealed comprehensibly.

2.3 Theoretical Framework

In the present study, the four major approaches of classroom management are selected as the theoretical frameworks. Those approaches are behaviorism theory of classroom management, assertive discipline, choice theory, and instructional management. Each approach comprises a number of techniques to be employed in creating an effective learning environment in the classroom. By examining and analyzing the structures and techniques of classroom management then a particular classroom management approach in the grammar practice class conducted by the English department at a university in Indonesia is likely to be revealed. Hence, the favorable outcomes of carrying out a particular classroom management approach in the grammar class can be disclosed as well.

3. RESEARCH METHODS

The present study employed the qualitative research as it was conducted to disclose the classroom management approaches carried out in the grammar practice class based on its natural setting. The qualitative research selected in this research was a case study. The case study was chosen since this study was carried out to analyze either contemporary or multiple bounded systems in a real-life situation through in-depth and detailed data collection (Creswell & Poth, 2018). This study analyzed the contemporary bounded system, or one case, related to the classroom management of grammar practice class. It included the systems, boundaries, and structures formulated by the language instructors to improve the

students' grammatical competencies. The present study aimed to deeply display the structure of grammar practice class to disclose the approach of classroom management utilized in this program.

The participants of this study were an English grammar instructor and three grammar practice classes. Each class consisted of twenty five undergraduate students at an Islamic university in Indonesia. Some of the undergraduate students were in the senior year, some others were in the junior year, and the others were in the sophomore year. The researcher acted as the primary instrument of this study. In other words, the researcher contributed to collect, categorize, analyze, and interpret the data. In addition, the observation checklist was also employed for the classroom observation in this study. The observation checklist was adopted from the Classroom Management Checklist proposed by Subban and Round (2015). This checklist was selected since it aims to intentionally be a tool in affirming, encouraging, and building instead of criticizing and judging the classroom management skill of the teachers. The checklist was used to comprehensively portray the instructor's strategy in managing the grammar practice class.

In the present study, the data were collected through documentation and classroom observation. The documentation technique was implemented to gather the information of the grammar practice class through written documents, such as written rules, module, as well as mid-term and final grammar exercises. Meanwhile, the classroom observation was carried out to analyze the actual learning activities that were done by the participants of the study. The types of classroom management utilized in this study were open observation (Hamid, 2011), unstructured observation (Sugiyono, 2007), and contrived observation (Ary et al., 2010). The researcher carried out several steps in analyzing the data including data collection, data reduction, data display, and conclusion drawing. The process of data analysis was conducted to analyze and investigate the classroom management in grammar practice class. Therefore, a particular approach of classroom management utilized in the grammar practice class as well as its favorable outcomes can be revealed and inferred comprehensively.

4. FINDINGS

The present section reports and discusses the aspects related to classroom management in the grammar practice class conducted by the English Department at a university in Indonesia. Those aspects are in accordance with the observation checklist that was adopted from the Classroom Management Checklist proposed by Subban and Round (2015), including (1) the structure, organization, and development of a lesson, (2) classroom management, (3) differentiated strategies/techniques during teaching, (4) differentiated activities, materials, and teaching aids, and (5) differentiated assessments and application.

4.1 The Structure, Organization, and Development of a Lesson

Pertinent to the first aspect of classroom management, the instructor of grammar practice class seems to have the capability to create a structured and organized learning environment. The classroom organization allows the instructor to arrange her time for whole-group teaching, transition, as well as small group and individualized teaching. In

addition, there is a strong emphasize on group work with the grammar tasks and exercises on module as well as classroom organization being regulated to accommodate it. Furthermore, the grammar practice class is carried out efficiently based on the students' needs. Thus, the students are grouped in accordance with their similar needs and interests enabling them to obtain greater collaboration and interaction.

Additionally, the rules as well as learning objectives and expectations are clearly informed in the first meeting. The primary points of the rules and expectations in the grammar practice class are portrayed as follows.

- a. The grammar practice class is a part of regular grammar class that contributed 25% of the overall assessment.
- b. Mid-term and Final examination of the grammar practice class and regular grammar class will be conducted at the same time.
- c. The amount of attendance required at the grammar practice class is as much as the amount of attendance required at the regular grammar class.
- d. The scores of the grammar practice class will be given by the instructor which includes 10% obtained from the attendance and 15% obtained from class participation and quizzes.
- e. Delay in attendance is only tolerated for 5 minutes since the grammar practice class only runs for approximately 60 minutes.

The rules and expectations of the grammar practice class are created by the instructors and informed in the first meeting. Thus, the students are likely to learn grammar effectively since they already recognize and understand the rules and expectations of the grammar practice class.

4.2 Classroom Management

The second aspect is pertinent to intentional grammar tasks and quizzes to engage the students so that it is likely for them to be active participants instead of passive recipients. In other words, the instructor seems to employ various methods to be familiar with the students, particularly to notice their learning styles. Hence, the instructor constantly writes a note and modifies individual grammar learning plans for certain students. The modified individual grammar learning plans are considered beneficial since it aids the instructor in engaging the students to learn grammar. Therefore, the students' grammar learning output is likely to be more productive. Furthermore, the instructor's notes seem to help her in providing proper instructions and explanations. Hence, the instructor is able to decide whether to use whiteboard, handouts, or read out the learning instructions verbally. For instance, in the first meeting, the instructor reads out the grammar learning rules and expectations verbally. In addition, the instructor uses a handout in instructing the students to complete an error analysis task. The handout is utilized to not only guide the students in rewriting the sentences but also correcting the grammatical errors of the sentences. The instructor also uses a whiteboard in writing and giving certain instructions, such as specifying certain grammar tasks in the module that the students need to complete and informing the students about the time allocation to complete a particular task. The proper instructions and explanations of the instructor are considered able in keeping the students on tasks. Moreover, the instructor assists the students in managing and controlling any difficulties and disruptive behaviors that

may have occurred throughout the learning activities. For example, the instructor gives an order to reorganize the seating arrangement. The seating rearrangement is carried out to not only accommodate greater interactions among students but also to minimize disruptive behavior of certain students. The instructor also utilizes other various instructions that seem to work well in addressing several issues in the grammar practice class.

4.3 Differentiated Strategies/Techniques during Teaching

The third aspect is related to various teaching and learning techniques employed in the grammar practice class. Those techniques are likely to enable the students in contributing and becoming active participants. Moreover, the utilization of various techniques is considered able in providing several opportunities for the students to make significant impacts and meaningful contributions within the grammar learning activities. The role of the instructor is not only an authority figure but also a learning facilitator. Furthermore, the instructor also becomes a participant of the classroom discussion. In other words, the students are likely to attain the chances in leading and steering the classroom discussion in which the instructor becomes the mediator. For instance, the students are instructed to make a group consisting four members. Each group is given a particular topic to be discussed and presented to other groups. Thus, each group is allowed to lead the classroom discussion on a specific grammar learning material in which the instructor mediates every classroom discussion session. In addition, the instructor employs a variety of means and forms based on the students' needs and interests in delivering the learning materials. For instance, the instructor provides an opportunity for the students to brainstorm and discuss particular grammar learning topics. The students are also given a chance to write a particular issue based on their interests and proof-read their classmates' writing works. Therefore, the students are able to learn and enhance their grammatical knowledge in the most effective and accessible strategy.

4.4 Differentiated Activities, Materials, and Teaching Aids

The fourth aspect is pertinent to the appropriate grammar learning materials and activities to engage the students. The grammar learning materials and activities that suit the students' needs and interests are likely to keep them committed in completing the tasks. To accommodate the students' needs in enhancing their grammatical knowledge, a basic grammar module is designed and created. The module comprises twelve units including Simple Present Tense I, Simple Present Tense II, Present Continuous Tense I, Present Continuous Tense II, Simple Past Tense I, Simple Past Tense II, Present Perfect Tense I, Present Perfect Tense II, Future Tense I, Future Tense II, Modals, and Passive. Each unit is completed with a comprehensive definition and a variety of grammar tasks and exercises that suit the students' needs. Moreover, the instructor often utilizes modern technology in assisting the students in enhancing their grammatical competence. For instance, the instructor uses audio clips, visual images, and short videos during the lesson. In addition, the instructor also employs several mobile applications and web-based games to engage the students' grammar learning interests. The decision to utilize certain modern technologies was not only based on the students' interests but also in accordance with the learning

materials. In other words, a particular modern technology is likely to be employed if it fits with the learning materials. However, even though the use of modern technology helps the instructor in engaging the students' grammar learning interests, yet the students still need a number of instructions to guarantee that they remain on the tasks. This is due to the fact that some disruptive behaviors of the students are likely to occur. For example, several students may watch videos on Youtube instead of finishing their language tasks on the computers provided by the English Department. Some students may also listen to music on Spotify or other music-streaming websites instead of completing their listening tasks. To overcome these disruptive behaviors, some punishments are carried on such as reducing the time allocation to complete the tasks or instructing the students to leave the class.

4.5 Differentiated Assessments and Application

The fifth aspect is related to several assessment tasks that are created based on the students' needs. The assessment is not a mere formality since it is usually carried out productively in assisting the grammar learning process as well as informing and evaluating the grammar teaching process. Furthermore, the particular assessment is usually conducted to monitor the students' progress related to their grammatical knowledge as well as to acknowledge the students' individual needs in learning grammar. Thus, the instructor designs various grammar assignments and tasks that are adjustable. The common assessments organized for the grammar practice class are mid-term and final examinations. The assessments are usually in a form of paper-based examination. Moreover, the grammar tasks and assignments are sometimes carried out using modern technology. For instance, the instructor conducts grammar pre-test and quizzes using Kahoot learning games and Google Form. Hence, the students are able to demonstrate their progress in mastering the grammar knowledge properly.

5. DISCUSSION

The present section underlines the classroom management approach that is recognized and noticed in the grammar practice class conducted by the English Department at an Islamic university in Indonesia. It attempts to portray the classroom management to reveal a particular approach employed in the grammar practice class. Thus, a particular approach of classroom management utilized in the grammar practice class as well as its favorable outcomes can be revealed comprehensibly.

In the data analysis process, it is revealed that the instructor of grammar practice class seems to have the capability to create an organized learning environment. That is to say, the instructor of the grammar practice class is likely to have a capacity to design and create a systematic classroom management. In addition, the classroom organization allows the instructor to arrange her time for whole-group teaching, transition, as well as small group and individualized teaching. Moreover, there is a strong emphasize on group works with the grammar tasks and exercises on module as well as classroom organization being regulated to accommodate it. Furthermore, the grammar practice class is carried out efficiently based on the students' needs. It is noteworthy to state that the learning activities in the grammar practice class are able to run well without any disruptive behaviors (Yamami, 2014).

Additionally, the rules as well as learning objectives and expectations are clearly informed. In other words, the instructor is likely to send clear messages to the students about the significance of following the classroom rules, procedures, and expectations. By confirming the rules, procedure, and consequences to the students, the instructor is likely to carry on productive and effective grammar learning environments. Thus, when particular students break the rules, the instructor ensures that she reacts consistently and assertively. In other words, when certain issues occur in the grammar practice class, the instructor does not respond or behave in sarcastic and hostile manners. Instead, the instructor addresses the students and overcome the issues firmly, consistently, and confidently such as reducing the time allocation to complete the tasks or instructing the students to leave the class. That is to say, the instructor employs the assertive behaviors rather than the abrasive ones to control some issues that may arise in the grammar practice class. This is in line with the proposition of assertive discipline suggested by Canter (1976) which states that the classroom rules, procedure, and consequences are likely to be completely understood by the students.

Additionally, the instructor of the grammar practice class seems to employ several techniques to indicate and apprehend the students' learning styles, such as constantly writing a note and modifying the individual grammar learning plan for a particular student. The instructor's notes are considered able to assist the instructor in selecting proper instructions and explanations. Thus, the students are likely to focus and keep on tasks. Furthermore, the instructor aids the students in managing and controlling any difficulties and disruptive behaviors that may have occurred throughout the learning activities. The instructor may utilize several instructions that seem to work well in addressing several issues in the grammar practice class. In other words, the instructor becomes the clear and distinct leader in the grammar practice class. Consequently, the instructor is allowed to employ assertiveness in sustaining productive grammar learning environment. Also, the instructor is authorized to determine the effective and foremost learning materials and activities for the students in the grammar practice class. This is in line with the result of the research conducted by Aliakbari (2015) which states that teachers are able to adopt a number of strategies in accordance with the classroom conditions.

Above all, the instructor is also in charge to select specific strategies, learning materials and activities, teaching aids, as well as assessments to be conducted in the grammar practice class. For examples, the instructor provides an opportunity for the students to brainstorm and discuss particular grammar learning topics. The students are also given a chance to write a particular issue based on their interests and proof-read their classmates' writing works. Several techniques selected by the instructor are likely to provide a number of opportunities for the students to make significant impacts and meaningful contributions within the grammar learning activities. Moreover, the instructor is also in charge to prepare the appropriate grammar learning materials and activities that suit the students' needs and interests so that they are likely to commit in completing the grammar tasks. The modern technologies, such as computer and internet, are also utilized as teaching aids to assist the students in enhancing their grammatical competence. The instructor also employs modern technologies for the students' grammar assessment. For example, the instructor conducts grammar pre-test and quizzes using Kahoot learning games and Google Form. The instructor

is in charge to select a particular grammar assessment to monitor the students' progress pertinent to their grammatical knowledge as well as to acknowledge the students' individual needs in learning grammar. Additionally, the instructor also employs several strategies to overcome some issues such as reducing the time allocation for the students to finish the grammar tasks and exercises or even instructing the students to leave the class.

The systems, techniques, and structures of classroom management formulated by the grammar instructor are considered to be in line with the theory of assertive discipline. The theory of assertive discipline is identified as a systematic approach of classroom management to create an organized learning environment (Canter, 1976). According to the theory of assertive discipline, the teachers are simply the classroom's leaders. Thus, the teachers are allowed to use assertiveness and determine the classroom rules, procedures, and expectations. Moreover, based on the theory of assertive discipline, it is essential for the teachers to ensure that the classroom rules, procedures, and expectations are completely understood by the students. As a consequence, the students are considered able to be aware of the results of their disruptive behaviors. The classroom management strategies of the grammar practice class are considered similar to the proposition and description of the assertive discipline. Henceforth, it can be inferred that the grammar practice class conducted by the English Department at a university in Indonesia is likely to utilize the assertive discipline as the approach of its classroom management.

6. CONCLUSION

The analysis of the classroom management approach utilized in the grammar practice class that is conducted by the English Department at a university in Indonesia is considered necessary to carry out. It seeks to comprehensively disclose the systems, techniques, and structures formulated by the grammar instructor to improve the students' grammatical knowledge. The grammar practice class conducted by the English Department at a university in Indonesia is indicated to employ one of the approaches of classroom management that is assertive discipline. As one of the classroom management approaches, the assertive discipline allows the teachers to specify the classroom rules and expectations. In addition, the teachers are also allowed to ensure that the students fully comprehend the classroom rules and expectations. Therefore, they are likely to be aware of the results for their negative behaviors. Above all, the assertive discipline also indicates that, as the classroom leaders, the teachers are able to instruct the students to keep committed in completing their tasks. The teachers are also able to give some consequences for the students for their disruptive behaviors in the grammar practice class.

This study intends to get the picture of how the grammar practice class is managed in the English Department to maximize the grammatical knowledge of the students. One of the limitations of the present study is that it only focuses on revealing the classroom management approach that is utilized in the grammar practice class. It is highly suggested for other researchers to conduct other studies that cover other language learning or even other subjects, such as Mathematics, Sciences, and so on. Moreover, the primary point of this study is only in a grammar practice class conducted by the English Department as a university in Indonesia. Thus, it is highly recommended for other researchers to carry out other studies involving other universities in Indonesia. Thus, the classroom management

approach of other grammar practice classes in Indonesia as well as its favorable outcomes can be disclosed as well.

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