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Managing Classroom Environment to Sustain Students' Focus in English Language Learning

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Abstract: Student focus plays a crucial role in successful learning, but many junior high school students have difficulty maintaining attention during classroom activities. Effective classroom management is therefore essential in creating a supportive learning environment to improve student engagement and concentration. This study aims to explore the classroom management practices of English teachers in maintaining student focus in the eighth grade at SMP Kristen Purwokerto. A qualitative case study design was used in this research. Data were collected through classroom observations, semi-structured interviews with an English teacher, and documentation. Data were analyzed using qualitative procedures, including data reduction, data presentation, and conclusion drawing. The findings show that teachers implement various classroom management practices, including classroom physical design, rules and routines, teacher-student relationships, engaging and motivating teaching, discipline strategies, voice and body language, unplanned teaching, teaching under circumstances, and teacher roles and teaching styles. These practices contributed to maintaining students' focus during English learning activities, although some aspects still require improvement to better align with curriculum objectives. The study concludes that effective classroom management plays a significant role in sustaining students' focus in English language learning at the junior high school level.

Keywords: *classroom management; English language learning; student focus*

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Introduction

According to Brown (2007), teaching is more than just content delivery, as it also involves creating a learning environment where students are encouraged to actively participate. Zamani (2016) states that in addition to having good teaching skills, teachers must also have other qualities that are very important for successful learning. Harmer (2015) emphasizes that effective teaching requires the ability to respond to the diverse needs of students, which is crucial in promoting meaningful learning. Similarly, Richards and Rodgers (2014) argue that teachers must adapt their strategies to meet their students' individual learning styles, ensuring that every student has the opportunity to succeed. In recent years, understanding how to keep students focused and interested in learning has become more important, especially in language classes. Student focus is essential because

it helps them understand and remember what they learn, stay active in class, and reach their learning goals. Studies show that students pay more attention when lessons feel relevant to their lives and when they can participate more actively (Brown, 2007). Teaching methods like student-centered learning and task-based activities encourage students to take part in ways that make lessons more engaging and meaningful (Nunan, 2004). Motivation, whether it comes from within the students themselves or from outside encouragement, also plays a big role in helping them stay focused and do well in their studies (Dörnyei, 2001).

Research on classroom management strategies in Indonesia highlights a gap in understanding how these strategies are adapted across different educational environments. Wulandari (2019) focused on general classroom management components based on Garrett's (2014) framework but did not explore specific strategies to maintain student focus. In addition, a study by Bachtiar (2024) identified self-efficacy in classroom management based on Albert Bandura (2006) but focused more on individual teacher perceptions, leaving a gap in the practical application of strategies in Indonesia's diverse classrooms. Then the research by Suswanto (2020) refers directly to Marzano (2017) as the main basis for the theory of classroom management components. Therefore, further research is needed to describe how teachers manage their classrooms to maintain student focus, especially in grade 8 at SMP Kristen Purwokerto. Based on observations in the field, various problems are still found in the classroom, especially at the beginning of the lesson, when many students appear to be busy with their classmates or are still playing, making it difficult to start the lesson with focus. During the lesson, many students feel bored and end up not paying attention to the teacher. Additionally, there are students with very limited English language skills, making it difficult for them to understand the material being presented and causing them to lose focus easily. These conditions highlight the importance of effective classroom management by teachers to create a more conducive learning environment, keep students motivated, and ensure that learning achieves its intended objectives.

However, how teachers apply classroom management strategies to address these challenges, particularly in English language learning at the junior high school level, needs to be explored further. Therefore, this study aims to describe how English teachers at SMP Kristen Purwokerto manage their classrooms to maintain students' focus.

Literature Review

Classroom Management

Classroom management involves the actions a teacher takes to organize students, the classroom environment, time, and resources in a way that facilitates student learning (Wong, 2012). It refers to the teacher's ability to create a supportive social-emotional climate and establish an effective learning environment. Nunan (2000) explains that classroom management is essential in the teaching and learning process for establishing and maintaining effective systems within the classroom. Also Ulfa (2019) states that classroom management involves the teacher's efforts to establish a conducive, comfortable, and positive environment in the classroom. Classroom management is a method used to ensure that the process of learning English runs smoothly and effectively (Kurniawan, 2023). It influences the way English is taught and learned in the classroom. Garrett (2014) identifies five essential components of classroom management that assist teachers in establishing and sustaining a conducive learning environment. These components are:

1. The physical layout of the classroom, teachers must evaluate the message their classroom layout delivers because a classroom should be a reflection of their ideals and views. Desk configurations, the positioning of educational resources, and the positioning of often used objects like pencil sharpeners are all examples of physical design.
2. Rules and routines, classroom rules typically address overall behavior, while routines focus on specific tasks and guide students on how to complete them efficiently. Routines, in particular, are crucial for maintaining a smooth flow in the classroom, allowing tasks to be completed efficiently and maximizing time for instruction.
3. Relationship, the importance of building caring relationships is often overlooked in discussions about classroom management. These relationships can be categorized into two types:

1) Teacher-student relationship.

Teachers can demonstrate their care for students academically and personally in various ways, including maintaining a sense of humor, being approachable, offering extra assistance, providing continuous feedback, encouraging students to take charge of their own learning, being available for conversations, showing sensitivity to students' personal concerns, understanding their cultural backgrounds, and taking a genuine interest in their lives.

2) Teacher-parent relationship

Teachers can strengthen cooperative relationships with students' families through several strategies, such as sending a welcome letter to parents at the beginning of the school year, ensuring that the first interaction with parents is positive, regularly sending home positive notes and emails, providing progress updates, welcoming parental input, inviting parents to assist with various classroom activities, and creating a class website or newsletter.

4. Engaging and Motivating Instruction

Educators need a comprehensive understanding of the various administrative tasks that must be carried out before, during, and after each class. **Before the lesson**, teachers should arrange furniture and learning materials in a way that facilitates interaction and collaboration among students. Teachers must plan ahead to gather all the materials required for the lesson. This includes handouts, digital resources, equipment, and any other supplies. Teachers should consider factors such as students' skill levels, personalities, and learning styles to create balanced groups that encourage participation. **During the lesson**, Teachers should aim to connect lessons to real-world applications or topics that resonate with students, which can boost their motivation to learn. Clarity in instructions is vital for student understanding and engagement. Teachers should articulate the objectives of each activity clearly and provide step-by-step guidance on what students need to do. Involving students in group work requires teaching them how to collaborate effectively. When students learn how to work together, they become more engaged and invested in their collective learning. Teachers should have strategies in place for moving from one task to another, whether through verbal cues, visual aids, or time signals. Providing timely and constructive feedback keeps students informed about their progress and encourages them to stay focused. Keeping an eye on student behavior during lessons is essential for maintaining a positive classroom environment. Teachers should be observant and proactive in addressing any off-task behaviors before they escalate. **After the lesson** teachers should take the time to organize and evaluate student work. This not only helps in tracking student progress but also informs future lesson planning and instructional adjustments. Reflection on the lesson is a critical component of effective teaching. Teachers should assess what worked well and what didn't, considering student engagement, the effectiveness of activities, and overall classroom dynamics.

5. Discipline

Discipline is not about punishment but also includes proactive measures to prevent misbehavior. It aims to help students learn self-regulation, respect for others, and responsibility for their environment.

Therefore, Brown (2001) states that classroom management is an important aspect of successful language learning because it determines how teachers create a learning environment that is orderly, comfortable, and conducive to achieving learning objectives. Brown highlights several key components that shape the effectiveness of classroom management, namely (1) the physical environment of the classroom (2) voice and body language, (3) teaching under circumstances, (4) unplanned teaching, and (5) teacher roles and teaching styles.

According to Salman Rusydie (as cited in Novan, 2013), the goals of classroom management are; facilitating students' learning activities; removing any barriers that might obstruct effective teaching and learning interactions; providing and organizing learning resources and furniture to create a conducive environment for students, aligning with their social, emotional, and intellectual needs; assisting and guiding students in line with their diverse social, economic, cultural backgrounds, and personal characteristics; supporting students to learn and work according to their abilities and potential; establishing a positive social atmosphere in the classroom; encouraging students to maintain discipline while learning.

Student Focus

Students who maintain focus during learning activities are more likely to develop deeper comprehension and critical thinking skills (Alghamdi, 2019). However, in recent years, digital distractions such as smartphones and social media have been shown to negatively affect student concentration, leading to reduced academic performance (Duncan et al, 2012). Marzano (2010) proposes four essential questions that influence student engagement and directly affect their level of focus in the classroom:

- a. How do I feel?
Students' emotional states significantly impact their ability to concentrate. Positive emotions such as feeling safe, comfortable, and valued enhance cognitive engagement, whereas anxiety, boredom, or discomfort reduce attention.
- b. Am I interested?
Learning becomes more meaningful when students find the content relevant or personally valuable. Marzano stresses that teachers must connect activities to students' backgrounds, experiences, and curiosities.
- c. Is this important?
Students are more likely to stay focused when they understand the purpose of the learning task. Explaining goals clearly helps students internalize the significance of the lesson.
- d. Can I do this?
Students will only engage when they believe they can succeed. Appropriately challenging tasks and scaffolding increase students' confidence and on-task behavior.

Several recent studies have examined classroom management practices in English language teaching in various educational contexts. Saini (2024) conducted a comparative analysis of classroom management between experienced and novice English teachers at the high school level. The study found that both groups applied key components of classroom management, particularly rules and routines, although differences emerged in their consistency and application. While this research provides valuable insights into teacher experiences and classroom management components, its primary focus is on general application rather than exploring how these strategies affect student focus or engagement during learning activities.

Dwinalida and Setiaji (2022) state that without proper planning, teachers would struggle to control and lead the class because they won't have any guidelines or points of reference to base their lessons on. In line with this, Marzano (2003) confirm that a positive classroom environment clean, organized, and conducive has a direct impact on student engagement and focus. Research by Wahidiyati et al. (2023) the familiar setting of a home on the reserve, the presence of Elders, and the conversational tone of the lessons encouraged learning in a safe and comfortable environment. Brown (2001) explains that short attention spans arise when children are faced with material that is boring, irrelevant, or too challenging for them. To sustain children's attention, activities should be crafted to spark their immediate interest. He also notes that tapping into children's natural curiosity can help maintain their focus and attention. Another common problem in maintaining student focus during English lessons is the frequent use of traditional, lecture-based teaching methods. Such approaches often do not engage students actively, leading to passive learning, which can result in reduced attention and retention (Kember, 1997)

Research Method

This study used a qualitative research design with a descriptive case study approach to explore classroom management practices in maintaining student focus. Sugiyono (2013) explains that qualitative research is conducted within a natural setting. The qualitative approach was chosen because it provides a richer and more in-depth picture of teachers' efforts to create a conducive learning environment. Data was collected through three main techniques: non-participant observation, semi-structured interviews, and documentation. The observations was carried out at SMP Kristen Purwokerto starting in September 2025, conducted three times. The aim is to directly observe how English teachers manage their classrooms to help students stay focused during the learning process.

Interviews were used to gain deeper insights into teachers' perspectives and strategies, while documentation included lesson plans, classroom rules, and teaching materials. Research instruments were developed in the form of observation checklists and interview guidelines based on relevant classroom management theories.

Data analysis in this study followed the techniques outlined by Miles and Huberman (1994), including data reduction, data presentation, and conclusion drawing. To ensure the reliability of the findings, triangulation of data sources and techniques was applied. The validity of the data was reinforced through continuous engagement and careful observation throughout the research process. This procedure ensured that the findings accurately reflected the reality of the classroom and supported the validity of the study's conclusions. The participants of this study was an English teacher and 50 students from class 8th A & B. During data reduction, all raw data were first transcribed, including classroom observation notes and interview recordings. These transcripts were then read repeatedly to identify meaningful units related to classroom management practices. Interview transcripts were coded line-by-line, and meaningful statements were grouped into categories that aligned with classroom management theories. Observation notes and documentation such as photos, teaching modules, and checklists were also examined to identify recurring patterns in teacher behavior and instructional practices. Through the categorization process, the data were condensed into nine major categories. These categories were derived by matching theoretical by Garrett's (2014) five components of classroom management and Brown's (2001) principles of teacher behavior.

Findings and Discussions

This chapter focuses on presenting the findings and discussion related to how the teacher applied classroom management to maintain students' focus during the English learning process at the eighth grade of SMP Kristen Purwokerto, based on the theoretical framework of Garrett (2014) and Brown (2001).

Classroom Physical Design

There are several indicators of classroom physical design based on Garret (2014) there are; arranged student desks, create adequate space for interaction, minimize traffic problems, create an aesthetically pleasing environment, showcase student diversity, match the physical setting to the instructional goals and specific students' needs, involve students in the design of the classroom. During the observation in class 8b on September 26, 2025, the classroom environment was found to be clean and well organized. The students' desks were arranged in a traditional row formation facing the blackboard, allowing students to focus on the teacher's explanations and reducing distractions. As emphasized by Garrett (2014), effective classroom management works in harmony with physical design to maintain the smoothness of the learning process. Further interview findings reinforce this observation. Teacher explained that the seating arrangement was intentionally chosen to facilitate student monitoring and maintain learning focus during explanations. During the interview on 26 September 2025, the teacher explained "When I explain the material, I use this seating arrangement so that I can easily monitor the students and ensure that they remain focused." Students also reported positive perceptions of the seating arrangement, stating that they could hear the teacher clearly and see the board from various seating positions. In addition, students felt that the arrangement still allowed for interaction with classmates. These findings are in line with Marzano's (2010) statement that predictable routines and structured classroom movements can improve task-focused behavior, especially at the secondary school level. Furthermore, Mustikaati et al. (2021) reported that good classroom management focusing on physical arrangement improves students' focus, supports social interaction, and fosters a comfortable learning atmosphere in elementary schools

Rules ad Routines

Brown states that there are several indicator of this component such as develop a reasonable number of rules, decide how to word the rules, consider students' cultural backgrounds, teach and demonstrate each rule, post the rules in a prominent spot, movement routines, and lesson-running routines. Based on classroom observation at 8th A, B grade on 26, 29 September 2025, before starting

the lesson, the teacher gives students around five minutes to go to the toilet, refill their water bottles, and prepare their learning materials. In line with the findings of Duncan, Hoekstra, and Wilcox (2012), who reported that smartphone use has a negative impact on student academic achievement, students are required to place their phones in a designated area before class begins.

Responses in interviews supported these findings, with students reporting that the classroom atmosphere became quieter and more conducive to learning. "I like when we put our phones away because the class becomes quieter and it's easier to focus," said CA one of the students in interview 20 October 2025. This shows that routines serve not only as a disciplinary tool but also as a strategy to support student concentration. This is consistent with Garrett's (2014) view that routines promote an orderly learning environment and help prevent potential disruptions before they occur.

In addition, the school has a set of behavioral rules that support classroom management. These rules are posted on the front wall of each classroom. According to the school code of conduct, students who violate certain rules, such as arriving late, using cell phones during class, or displaying disrespectful behavior, will be subject to disciplinary points. These rules serve as a preventive measure to maintain order and ensure that students are accountable for their actions. Wijayanti (2024) similarly reported that non-verbal cues helped reduce verbal disruptions and maintained lesson flow. This is also aligned with Marzano's (2010) opinion, which states that students can maintain better attention when the classroom environment minimizes distractions and when behavioral norms are consistently enforced.

Relationship

Garret states that supportive teacher-student relationships can increase student engagement and reduce classroom disruptions. This theory emphasizes the importance of maintaining a sense of humor, being yourself, being friendly, and providing additional help. while explaining the simple present tense, a student appears hesitant. The teacher immediately notices this and walks over to the student's desk to offer help. The teacher also uses humor and positive responses to students' answers, even if they are not logically correct. Teacher behavior in these interactions is in line with the concept of classroom management that emphasizes a friendly, authentic attitude and providing additional assistance to students. Interviews with students on October 20, 2025 showed that teachers are perceived as caring and approachable figures. Several students stated that teachers always ensure that all students understand the material before continuing with the lesson. One student explained that teachers are willing to repeat explanations slowly if there are still students who appear confused. In line with this, Novan (2013) states that the main objective of classroom management is to support students in learning according to their abilities and needs.

However, in terms of communication with parents, teachers admit that interaction is still limited and situational. Teacher usually contact parents only when there are specific problems, such as repeated student absences or certain administrative needs. This pattern of communication shows that the relationship between teachers and parents has not been established consistently. In fact, Garrett (2014) emphasizes that regular communication with parents is an important part of effective classroom management. Brown (2001) also states that collaboration between teachers, students, and parents plays a major role in supporting students' academic and behavioral development.

Engaging and Motivating Instruction

Garrett's (2014) framework, the teacher demonstrated careful instructional planning before, during, and after lessons to enhance students' motivation and engagement. Before the lesson begins, teachers prepare the classroom environment and teaching materials to support smooth learning activities. The physical layout of the classroom is arranged so that students can see the blackboard and projector clearly, while teaching materials such as lesson plans, markers, laptops, and digital platforms have been prepared in advance. Teachers also adjust the lesson flow based on the number of students present. Previous studies support these findings, showing that a well-prepared classroom environment can reduce student distractions and increase engagement (Wulandari & Pratama, 2022). During lessons, teacher use interactive and student-centered teaching strategies to maintain concentration. One example is the paper airplane game, where students write questions in English on paper airplanes and exchange them with classmates. This activity encourages collaboration, active participation, and enjoyment, supporting Garrett's (2014) argument that interactive teaching increases student

motivation. Although the activity briefly increased noise in the classroom, the teacher redirected students' attention by reinforcing the rules and providing clear guidance. These findings are in line with Lestari (2023), who reported that game-based learning increases enthusiasm but requires strong classroom management to prevent loss of focus.

The teacher explicitly explained rules, timing, and safety procedures before students participated in physical movement-based tasks. Marzano (2010) emphasizes that active learning tasks can either enhance or reduce focus depending on how well they are organized, a notion supported by the present findings. Similarly, Riyanto (2024) highlights that clear teacher communication fosters safe and inclusive interaction, thereby supporting sustained student engagement. After the lesson, the teacher evaluates students' understanding by reviewing their participation and responses during interactive activities. Although not all student work is formally collected, the teacher observes written answers, asks students to explain their responses, and analyzes quiz results to identify patterns of misunderstanding. This after-lesson evaluation practice is in line with Garrett's (2014) emphasis on reflective teaching as a critical element of engaging teaching. These findings are supported by Nurfaidah and Naryana (2024), who report that reflective evaluation of student performance positively influences subsequent learning outcomes.

Discipline

In line with Garrett's (2014) framework, discipline in this study encompassed both preventive and responsive strategies aimed at minimizing disruption and supporting students' self-regulation. The teacher demonstrated a strong awareness of classroom dynamics by constantly monitoring students during the learning process and immediately identifying signs of distraction. The teacher implemented preventive routines such as collecting mobile phones, opening the class with prayer, and reminding students to drink or use the restroom beforehand. When students began to lose focus, the teacher used gentle verbal and nonverbal cues to redirect their attention without disrupting the flow of the lesson. In addition to prevention strategies, teachers apply responsive discipline techniques when minor behavioral problems arise.

Distractions such as side conversations are handled by reminders or calling the student's name. This approach is further supported by Burden's (1995) interaction model, which emphasizes logical and proportional consequences. Marzano (2010) also notes that calm and immediate interventions help students regain focus more effectively by reducing emotional tension. Student interviews revealed that discipline was not teacher-directed but also supported by peer awareness. Some students reported using nonverbal signals to notify the teacher when disruptions occurred, rather than confronting classmates directly. This indicates a classroom culture in which students felt secure and trusted the teacher to manage discipline fairly. Similar findings by Sari (2023) suggest that consistent and empathetic disciplinary practices foster trust and contribute to a stable learning environment.

Voice and Body Language

According to Brown (2001), vocal elements such as intonation, volume, and variation influence students' attention and emotional responses, while nonverbal cues such as body movements and facial expressions help communicate authority, support, and enthusiasm. Classroom observations show that teachers use their voices effectively to maintain student attention. Their tone of voice is generally calm, clear, and well controlled throughout the lesson. When giving instructions or directing unfocused students, they raise their voices slightly to ensure they can be heard without shouting. This voice control allows them to establish authority while maintaining a supportive classroom atmosphere. These findings are consistent with Brown's (2001) statement that effective teachers use clarity and warmth in their voices to convey confidence and empathy. Similarly, Harmer (2007) notes that a teacher's expressive and well-controlled voice maintains student attention, while Marzano (2010) emphasizes that clear vocal cues help students stay focused on the task.

The teacher often uses gestures such as pointing, nodding, and open hand movements to highlight important points and direct students' attention. Her facial expressions are responsive and supportive, especially when students answer questions or participate in discussions. These findings support

Brown's (2001) view that body language reduces student anxiety and strengthens the relationship between teachers and students. Previous studies have also confirmed that eye contact, movement, and facial expressions increase student engagement and attention in the classroom environment (Ambarawati, 2021). Further interview data supports the observational findings. Students reported feeling comfortable and motivated when teachers used a friendly tone of voice and expressive body language. They perceived the teacher's calm manner of speaking as a sign of respect, which increased their willingness to listen and participate actively. Interestingly, students also showed sensitivity to teachers' emotional expressions. When teachers appeared less cheerful, students adjusted their behavior by becoming calmer and more focused.

Unplanned Teaching

According to Brown (2001), unplanned teaching refers to teachers' ability to respond effectively to unexpected situations such as disruptive behavior, spontaneous student questions, technical issues, or time constraints. Observations show that when technical delays occur during Kahoot! activities, teacher respond by stopping the activity, checking on student progress, and providing brief verbal guidance to maintain focus. Instead of showing frustration, they use the disruption as an opportunity to calm students and maintain their engagement. These findings are in line with Brown's (2001) statement that flexibility and responsiveness are very important in unplanned situations. Similarly, Putri et al. (2023) found that calm and strategic responses to digital disruptions help reduce student frustration and maintain motivation in technology-supported learning environments.

Teacher emotional control is also evident when students display emotional reactions during learning activities. When a student expresses frustration loudly after making a mistake, the teacher responds with words of comfort and encouragement, rather than mad voice. Brown (2001) emphasizes that teachers' emotional control directly affects the classroom atmosphere, while Marzano (2010) notes that an emotionally safe environment supports sustained student attention and task-focused behavior. Interview data reinforce observational findings. Students reported that teacher calm and respectful responses to unexpected situations made them feel comfortable, safe, and motivated to stay focused. They noted that teachers rarely reacted harshly, even when disruptions occurred, which encouraged them to regulate their own behavior. This perception supports Brown's (2001) argument that teachers' emotional stability shapes student attitudes and classroom dynamics. Additionally, Gathercole et al. (2008) explain that attention is closely related to emotional regulation, suggesting that teachers' calm attitudes help maintain students' attention resources during unplanned events.

Teaching Under Circumstances

Brown (2001) identified several challenges often faced by teachers, including large class sizes, varied levels of proficiency, institutional constraints, and issues such as cheating. These challenges do not occur equally in all contexts, but are influenced by class characteristics, student backgrounds, and school environments. During the observation conducted in class 8 A & B, the classroom consisted of 25 students, which means it does not fall into Brown's category of large classes, typically defined as classes of fifty to seventy-five students. Therefore, the challenge related to managing large groups did not appear in this particular context.

According to Marzano (2010), student engagement is maintained when learning tasks are appropriate to the students' level of readiness; tasks that are too difficult can overload cognitive capacity, while tasks that are too easy can cause boredom. The students showed differing levels of mastery in using the Simple Present Tense. Some students were able to form correct positive, negative, and interrogative sentences quickly and even asked for more challenging examples, such as expressing habitual actions in more complex contexts. Meanwhile, other students struggled with the basic structure, including identifying the correct subject-verb agreement. In this study, teacher efforts to differentiate explanations and provide instructional guidance are crucial in maintaining attention across different ability levels. Gathercole et al. (2008) emphasize that excessive cognitive demands interfere with attention and working memory, thereby reducing students' ability to stay focused.

Another form of challenging behavior arises when students display low self confidence during class participation. One example observed involved a student who appeared anxious and hesitant when asked to write a sentence on the board. Instead of putting pressure on the student, the teacher responded with patience, encouragement, and supportive verbal and nonverbal cues. She used a calm tone of voice, reassuring expressions, and guiding questions to help the student remember the steps of grammar. She encouraged him by saying, "You can try, it's okay if it's not perfect". This approach is in line with Brown's (2001) statement that reducing anxiety is essential to encouraging academic risks. This strategy is supported by findings from Anwar and Indra (2024), who found that teachers' nonverbal communication, including facial expressions and friendliness, significantly increased students' comfort and engagement.

Teacher Roles and Styles

Brown (2001) defines the role of teachers as the various functions they perform in facilitating the learning process, while teaching style refers to the distinctive ways in which teachers interact, communicate, and respond to students. These roles and styles are not static; rather, they are shaped by pedagogical goals, student proficiency levels, and cultural expectations. The findings of this study indicate that the teacher observed consistently performed various instructional roles, including as facilitators, motivators, classroom managers, language models, and interpersonal supporters. As facilitators, teachers guided students in constructing sentences in the present simple tense by allowing them to attempt the task independently before providing feedback. When students hesitated or expressed uncertainty, teacher took on the role of motivators by providing reassurance and emphasizing that making mistakes is a natural part of the learning process. This strategy is in line with Brown's statement that fostering positive affect is very important in English as a foreign language (EFL) classrooms, where students often experience anxiety and lack confidence. Similar findings by Iwan Saputra and Sutarto (2025) show that teachers who balance guidance and motivation are more successful in increasing student participation and engagement.

In addition to their instructional role, teacher also demonstrate an interpersonal role characterized by warmth and friendliness. Brown (2001) describes this role as "teachers as friends," not in a literal sense, but in creating emotional closeness that reduces students' fear of making mistakes. Classroom observations and interview data show that teacher maintain friendly interactions with students before and after lessons, which contributes to a supportive learning atmosphere. These findings support Arikunto's (1986) view that effective classroom management requires teachers to function not only as instructors but also as role models and mentors. The formation of these good relationships increases students' willingness to ask questions and participate actively in class activities.

Regarding teaching style, Brown (2001) explains that teaching styles exist on a continuum, such as formal-informal, strict-loose, and emotional-rational. Findings show that the teacher's teaching style tends to be informal, open, and calm, especially during student interactions and practical activities. She often uses friendly language, encourages questions, and corrects mistakes without intimidation. However, when explaining important grammatical concepts, such as subject-verb agreement or degrees of comparison, she switches to a more formal and structured style. As one of the students said that the teacher knows how to manage if its about explaining the material. This balanced approach reflects Brown's argument that effective teachers adapt their natural personalities to meet pedagogical demands while maintaining consistency. Empirical support for these findings is provided by Gulo and Telaumbanua (2024), who show that variations in teaching style significantly affect student learning outcomes.

Conclusion

This study concludes that classroom management plays a crucial role in maintaining student focus in eighth-grade English classes at SMP Kristen Purwokerto. The findings show that the teacher implemented the five components of classroom management proposed by Garrett (2014), including classroom physical design, rules and routines, teacher-student relationships, engaging instruction, and

discipline. These components were reinforced by Brown's (2001) principles of voice, body language, teaching style, and teacher adaptability. The integration of structured routines, supportive interactions, engaging learning activities, and calm disciplinary responses contributed to an orderly, emotionally safe, and focused learning environment.

In addition, this study highlights that student focus can be optimally maintained when classroom management strategies are applied flexibly and contextually. Engaging teaching practices, such as game-based activities, combined with clear instruction and emotional support, increase student participation and motivation. These findings contribute to the literature on English as a foreign language (EFL) classroom management by showing that maintaining student focus requires not only procedural control, but also interpersonal sensitivity and teaching flexibility. Practically, English teachers are encouraged to balance consistency and flexibility in classroom management, while future researchers may explore classroom management in different grade levels or compare teachers' strategies across subjects. Further studies could focus on parental involvement and its influence on classroom behavior and student focus. scientific truths. In addition, the conclusions can also provide suggestions for future experiments.

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