

CLASSROOM MANAGEMENT OF ENGLISH TEACHERS IN TEACHING ENGLISH AT VOCATIONAL HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk memahami bagaimana guru menerapkan prinsip pengelolaan kelas dalam proses belajar mengajar di SMKN 10 Bungo dan mengapa guru menerapkan prinsip tersebut dalam proses belajar mengajar siswanya. Jenis penelitian dalam penelitian ini yaitu penelitian kualitatif yang sumber datanya adalah hasil observasi kelas dan wawancara. Sampel dalam penelitian ini yaitu tiga orang guru Bahasa Inggris kelas X, XI dan XII. Data yang terkumpul dikelompokkan menurut tujuan penelitian, kemudian dideskripsikan dan dianalisis untuk mendapatkan data yang sebenarnya. Hasil penelitian menunjukkan bahwa tidak semua guru bahasa Inggris di SMKN 10 Bungo sepenuhnya menerapkan prinsip manajemen kelas dalam proses belajar mengajar pada 3 tahap sebelum kegiatan, selama kegiatan dan setelah kegiatan. Hampir semua prinsip pengelolaan kelas diterapkan selama pengoperasian. Sebelum dan sesudah kegiatan, guru hanya mengikuti tiga prinsip pengelolaan kelas: motivasi menekankan hal-hal positif dan meningkatkan disiplin diri. Hasil penelitian juga mengetahui alasan mengapa guru menerapkan prinsip pengelolaan kelas, khususnya untuk meningkatkan motivasi siswa dan untuk meningkatkan hasil belajar siswa. Hasil penelitian menunjukkan bahwa prinsip pengelolaan kelas belum sepenuhnya diterapkan oleh guru bahasa Inggris di SMKN 10 Bungo. Oleh karena itu, guru Bahasa Inggris perlu meningkatkan pengetahuannya tentang prinsip-prinsip manajemen kelas dalam pengajaran Bahasa Inggris. Peneliti berharap bahwa penelitian ini dapat memberikan bermanfaat untuk guru Bahasa Inggris di bidang pendidikan.

Kata Kunci: *Manajemen Kelas, Guru Bahasa Inggris*

Abstract

The aim of the research was to understand how English teachers implement classroom management principles in the teaching and learning process in SMKN 10 Bungo and why teachers implement these principles in their students' teaching and learning processes. practice. This type of research was qualitative research, where the data source is the result of classroom observations and interviews. The subjects of this study were three English teachers in grades ten, eleven and twelve. Collected data were grouped according to the research objective, then described and analyzed to get actual data. Research results showed that not all English teachers at SMKN 10 Bungo fully apply the classroom management principle in teaching and learning process of three stages before the activity, during the activity and after the activity. Almost all classroom management principles are implemented during operation. Before and after the activity, teachers only followed three principles of classroom management: enthusiasm, enthusiasm, emphasizing positive things and promoting self-discipline. Research results also found out the reasons why teachers apply classroom management principles, specifically to increase student motivation and improve learning outcomes. Based on the results of this research, it could be concluded that classroom management principles had not been applied completely by English teacher at SMKN 10 Bungo. Therefore, English teachers need to improve their knowledge of classroom management principles in teaching and learning English. In the hope, this study could make useful for English teachers in education.

Keywords: *Classroom Management, English Teacher*

Introduction

Classroom management is an important part that should be understood by teachers in the teaching and learning process, since the main actor or actress in classroom management is the teacher (Sieberer-Nagler, 2015). In addition, classroom management is a teacher's skill on create and control the learning condition optimally and if there is a problem during the learning process, the teacher should handle it directly. Then, the learning process can not effective if there is a gap in the class. This is influence students' interest in learning and fail teachers' learning plan that was arranged before. This condition force the teacher and can change again the condition be conducive at the time. In short, teachers' role is very needed to manage a class so that the learnings goal can reach and give effective learning condition to the students, in order the students can participate in teaching and learning process. Meanwhile, a goal of classroom management is not just about all activities in class, but also to all students' learning activities in class (Marzano & Marzano. Jana, 2003). The facilities means as ideal class condition that can serve learning activities that are effective and interesting for the students. By consider the goals of classroom management, the teachers' role is considered as principle of classroom management.

Babchuk (2018) said that classroom management is related to complex and dynamic things interaction between students and teachers in the academic, social and emotional promotion process development in the classroom environment. (Anwar,K, et al: 2020). In addition, classroom management process can not proceed well if the teacher can not doing the all classroom management principle. This research focus on classroom management principle by (Brown, 2004) like warmth and enthusiastic, challenge, variation, flexible, emphasize on positive thing and build self discipline. The all principle should be understood and doing by the teacher in teaching and learning process. Classroom management can not space from that principles because each principles will give direct contribution to the process of classroom management. In this case, the teacher have well understanding about all principle in order doing the good classroom management during teaching and learning process. It is supported by the research that was conducted by (Yulinda, 2019), the teachers who are using series strategy of classroom management such as organizing, learning management, relationship between teacher and student, and punishment or teacher appreciation (consequence). The teachers said that the students' need. The teachers have positive willingness to their students. They said that what they mean and what they have said. They are consistent and fair.

Yasin, B (2022) said that classroom management is one of important element in teaching and learning process that determine learning quality. The important role of the teacher is as manager. The teacher able to manage the class by good and prepare the students' condition in learning in order the students get the good result in teaching and learning process. If the teacher can not manage the class by good, so the teaching and learning process can not running effective. Brown (2001) states that apart from having technical knowledge and interpersonal skills, teachers are also required to have pedagogical competence. The teacher must excel especially in determining the learning technique that appropriate for the students in managing the class. (Rido, A:2016).

This study conducted at SMKN 10 Bungo. This school was chosen since the data from Dinas Pendidikan shows that SMKN 10 Bungo has a highest score in public school in national examination in academic year 2022/2023 especially in English subject. In addition, the data showed that only from public school it was not include private school because the researcher wanted to do the research in public school. This study was intended to find how the teacher implement classroom management principle during teaching and learning process.

Method

This research used qualitative research to know how the principle of classroom management is implemented by English teacher in teaching and learning process at Vocational High School Number 10 Bungo and the reasons why they implemented those principles. Qualitative research is understanding process of investigation based on different methodology that explore social problem or humanity.

(Abdissamad, 2021). The data source is the result of applying observation classroom management principle during teaching and learning process of English subject at Vocational High School Number 10 Bungo and transcription of interviews. This research was conducted at SMKN 10 Bungo, it lays at Rantau Ikil Bungo, Jambi. This research used purposive sampling technique in taking research subject. It is supported by (Sugiyono, 2017), purposive sampling technique is one of technique that is used to determine sample by consider something. The researcher is chosen Vocational School because the data from Dinas Pendidikan shows that SMKN 10 Bungo has a highest score in public school in national examination in academic year 2022/2023 especially in English subject. The data analysis used in this research is the data analysis that suggested by (Sugiyono, 2017)

Result and Discussion

Based on data analysis, researcher find all of the English teachers at SMKN 10 Bungo almost implemented all of the classroom management principles during teaching and learning process. However, there was only one teacher did not give challenge during teaching and learning process. In twice of observation the teacher one did not give task for the student, she just explains the materials without giving the task. However, only one teacher who use variation of media during three times of observation. She is teacher two, she used media based on the topic such as, book, video and power point. The other teacher used textbook as a media during teaching and learning process. They did not implement variation of media.

In addition, based on the result of interview with the three English teachers at SMKN 10 Bungo, the researcher got the information about the reasons why the teacher applied classroom management principles during teaching and learning process. They said that they want to increase the student's achievement and improved students' motivation in learning process. Then, there were three steps of learning such as pre activity, whilst activity and post activity. In pre activity, the researcher found that the English teacher applied some principles of classroom management at the beginning of learning, like warmth and enthusiastic, emphasize on positive side and build self discipline. At the beginning of learning, the all English teachers had applied the classroom management.

Meanwhile, in this teaching and learning process the researcher saw that the English teachers applied all the classroom management principle during teaching and learning process, like warmth and spirit, dare, distinction, flexibility, emphasize on positive side and growing self discipline. In this step, the teacher had applied all the classroom management principle during learning. In the post activity of teaching and learning, the researcher found that English teacher had applied some principles of classroom management at the end of teaching and learning process, like warmth and spirit, emphasize on positive side and growing self discipline. The teacher did not applied emphasize on the positive thing at the end of teaching and learning process occasionally. The teacher just close the class.

Based on the explanation above, it can be concluded that all English teachers applied all the classroom management principle while doing the class. Meanwhile, on pre activity and post activity, the teachers only applied three principles of classroom management, like warmth and spirit, emphasize on positive side and growing self discipline. It can be indicated that the classroom management principle applied on whilst activity commonly. All English teachers applied almost all principles of classroom management during teaching and learning process. Each principles of classroom management is discussed below:

Warm and Enthusiasm

That principle about warm and enthusiasm consists of four sub principles, that are develop good relationship, vocal delivery, eye contact and gestures.

Building Good Relationship

All of English teachers had applied the sub principle of classroom management. In teaching and learning process, every teachers interlace relationship with their students. It is supported by the research that have done by (Dyah, 2020), relationship is the important component of classroom management in developing

caring relationship. When the students and the teacher have a good relationship, the students will easily accept the rules and the disciplinary action which followed their violations. They pay attention to their students, caring, and respecting all their students in the class. The teacher always gives positive response to their students if the student is active in the class. When the teacher and their students have a positive relationship in class so that the class is more conducive and the students feel enjoy to study in the class. It is helped statement by (Sooriya, 2017), the positive relationship between the teacher and the student were familiarity, respecting, caring, and warmth between the teacher and the student. According to (J McLeod et al., 2003) that an idea to develop concerning relationship about an effective managerial classroom by concerning relationship and supporting between students and their parents as well as increase supporting relationship between students.

Vocal Delivery

Based on the data showed that the teacher had good vocal delivery in explaining the lesson. The teacher's voice sounded clearly and firmly. The all class can hear the teachers' voice. In explaining the lesson, the teacher also had clearly intonation, articulation, and other good things. When the teacher explained the lesson in front of the class, the members of class can hear what the teacher have been talked or explained clearly. The students also have understood the topic that was explained by their teacher. The teaching and learning process was looked enjoyable. According to (Sooriya, 2017) the vocal delivery consisted of component about speech delivery which related with voice. That belong of speed, volume, intonation, articulation, expression, and fluency.

Eye Contact

Based on the data was gotten from the field, it showed that the teacher had applied eye contact during teaching and learning process. They saw the students' directly. The data showed that during teaching and learning process by the teacher had full attention to the students. The teacher saw their students when the students communicated each others in class. Atta supports it and (Sooriya, 2017), teachers use eye contact to see the students' activity directly by looking the students' eyes. During teaching and learning in the class, the teacher focused on students' attention on their notes, essence, direction or textbook, it means that they lose their control in the class. Eye contact aware the students that the teacher know what the students doing.

Gestures

In observation, the teacher used body language for helping their students understood about what the teacher's had been spoken without translate word by word to know the meaning or translate in mother tongue language. It supported by (Sooriya, 2017), who said teachers can use gesture to improve specific error correction to give opportunity to self correction. It means that the teachers used gesture to help their students understanding the topic. The teacher gave convenience to their student understanding the lesson. However, the students can make their self correction by sawing the teachers' gestures. For example, the teachers put their hands behind her ear as if they could not hear what the students were said and gave opportunity to do another effort, so that the students feeling happy in learning.

Challenge

All the teachers being observed did this classroom management principle. During teaching and learning process, the students challenged to the students for doing task. All teachers have same way in giving the task for the students. After the teacher give the task to the students, they asked their students to answer the questions by calling the students' name randomly to come in front of the class or to answer the questions or to do the tasks. It is supported by (Blitar, 2013) who said that challenges are varieties of classroom management which was doing in teaching and learning process were describing a task, the teacher pointing the students doing the task randomly.

Variation

the indicators consisted of three sub indicators namely style variety, media useful, and interaction variety in teaching. That will be discussed in every sub indicator as follows:

Variation in Teaching Style

There were three English teachers who were observed. Two teachers used student's learning cantered and they called by second teacher and third teacher. The teacher only as facilitator. It means that the students should be effective in class. The students should showed their motivation in teaching and learning. The teacher only explain the lesson based on their students' question. If their students gave the question so that the teacher explained the topic and the teacher gave that explanation until their students have been understood the topic which was talking together. Meanwhile, One teacher was called by first teacher and she used teacher's cantered. It means that teacher as main sources in teaching and learning. The students should focused on their teacher. So the teacher had important role in teaching and learning process. There supported by (Brown, 2007) , a good teacher explained the topic well until the students have understand, make the lessons enjoyable, sense of humour and controlling the class well.

Variation in Using Media

In teaching and learning process, the teacher should considered the appropriate media based on the topic (Arsyad Azhar, 2015). Related to the data of three English teachers, one teacher only used variety of media in teaching. The teacher used textbook, power point and video. Then, the other teacher only use textbook as media in teaching. They did not use other medias like PowerPoint and video. Means that the teacher only explained the lesson by using that textbook. (Kozma, 2012) stated that the media variety included three components of media such as audio and visual. In third observation, the teacher used different media in each meeting. The teacher selected the media based on the learning purpose of the lesson.

Variation of Interaction

Based on third observation with three English teachers, it can be showed that during teaching and learning process the students more active in the classroom. The teachers always give positive respond to the students when they asked something. In building the classroom interaction, the teacher give some questions for the students. Meanwhile, after the students give response to the questions, the teacher gave statement and feedback (Wong & wong, 2022. In addition, during teaching and learning process the first teacher and second teacher in cleaned to used the teacher and the students' interaction in the class. The students received knowledge and information from the their teacher. The teacher knew and supervised all activities that have done by the students and also the teacher giving feedback for the students who were gave the questions. The third teacher always doing interaction with their students in teaching and learning process. In here, the students more active in studying and also have more participation in teaching and learning. The students share their idea to their teacher and their friends. So, the class atmosphere more enjoyable. The teacher gave contributions about what they had discussed with their friends, the teacher also guide them when the students made a mistake. Brown, 2004 supported it that successful teachers supported their students to participate effectively in discussing and respecting the students' contribution and achievements.

Flexibility

All English teachers in teaching English did this classroom management principle. The data showed that all the teacher conducted the students when found the difficulties in teaching learning. The teacher saw, listened, and gave response all problems during teaching and learning process. The teachers considered the students as teachers' partners in teaching and learning process. The teacher gave something good like class atmosphere to make the students feel interested in studying. Then, the teacher also has good characteristic like friendly with their students. The teacher helped the students who has difficulties in doing a task. The good teacher is a teacher who able respond the students' bad attitude, for example the students who make a noisy and did not paid attention to the lesson, also the students who did not do a task on time. Meanwhile, the other characteristic by good teacher is democratic and responsive in teaching and learning process. It is supported by (Best & Thomas, 2008)who stated that there were two characteristics of flexibility of the teachers such as the democratic and tolerance behavior to the students and response about the class. It means that the teacher wanted to see, to listen, and to response all problems about discipline and difficulties in studying and also considered that the students is like a friends or partner in class.

Emphasizing on the Positive Things

All English teacher doing this management classroom principle during teaching and learning process. The data showed that the English teacher emphasized the students for doing positive thing in the class. The English teacher warned their students who makes noisy in the class, giving advice to their students who finished their homework, and then remembered the students to be good person in their daily life. The teacher have been controlled what the students have done in the class during teaching and learning process. Furthermore, according to Best & Thomas, 2008, the teacher should give motivation to their students to do positive thing and avoid the negative thing. The teacher should control what the students have done in the class.

Building Self-discipline

This indicator has been applied by the all English teacher during teaching and learning process. In increasing students' self discipline, the teacher should be model in the class. Based on the data showed, the all English teacher had self discipline in the class. The teacher always came in the class on time and the students waiting their teacher and sat in the class. In other hand, during teaching and learning process there were no students in and out to the class. The students followed the lesson well. Then the teacher very consistent with the teacher' rule. If there were the students violate the teacher' rule so the students could not follow the teaching and learning process. The teacher also remembered the students who were not respect with their teacher. The teacher remembered their students to respect each other. Furthermore, it is supported by the research that have done by (Dyah, 2020), the teacher inclined to give warning when their students were not attention to the teacher's instruction. The teacher called their students moreover approached the students who were not attention to the lesson or the students who disturb the others friend. The teacher reprove their students because their students were not attention and busy with their self or talking with their friend. Furthermore, Moosa 2015states that teacher may used bad language, threaten the students to finish their task on time, and critiqued the students that be caused reduced the students' participation in the class or students' problem.

Conclusion and Suggestion

There are three stapes in teaching and learning process, namely pre activity, whilst activity and post activity. In pre activity, the researcher found that the English teacher applied some classroom management principle at the beginning of teaching such as warmth and enthusiasm, emphasize on the positive thing and building self discipline. Meanwhile, in whilst activity the researcher found that the English teacher had applied all principle classroom management during teaching and learning process. In this activity were same with Pre activity. In the post activity, the researcher found that the English teacher had applied some principles of classroom management at the end of teaching process but sometimes the teacher did not applied emphasize on the positive thing at the end of teaching and learning process, they just leave the class without any conclusion. Based on the explanation above, it can be concluded that the English teachers were applied all the classroom management principle.

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