

ARTICLE

THE CLASSROOM MANAGEMENT IN TEACHING ENGLISH AT THE FIRST GRADE STUDENTS OF SMK PEMUDA PAPAR IN ACADEMIC YEAR 2015/2016



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ABSTRACT

Most teachers did not have a good management in the class. They just came to the class, write a material then explained and give a task then closed the lesson. It just makes the students feel bored and sometimes did not join the class. The researcher's purpose in conducting the research is to describe about the English teacher manage her class in teaching English material of invitation card at the first grade students of APK in SMK Pemuda Papar. This research is qualitative approach and used case study type. The subject of this research is one of teacher in SMK Pemuda Papar which has good management in control her class. There are three kinds of instruments in collecting the data; there are observation, interview and documentation. After collecting the data, the next step is describing them. The result shows that in managing her classroom she never shouts when she explained the material because it just throws her vocal energy. She also used good intonation when she gives her students example in speaking task. She often used Indonesian when she explained the material. Every meeting she always limite the material. The material is about invitation card at that time. She divided invitation card into two ways, spoken invitation which give on the first meeting and written invitation which give on second until fourth meeting. She used orderly rows sitting when explain the material and separate rows sitting when she has a group task. On post activity she always has feedback and students' score to know whether it was success or failure of her lesson. The conclusions are the teacher has good voice, every meeting she always limit the material and use different sitting arrangement. And also the lesson was success. The researcher also gives suggestion to the English teacher that should use English in explaining the material although it mix with Indonesian because used a lot of Indonesian was not good. It can make the students more confused when they heard or get new words in doing the task or exam.

KEYWORDS : Teaching English, Classroom Management

I. Background of the Problem

A classroom is a proper area between other place during teaching and learning process. The role of the teacher in a lesson is very important because in the classroom the teachers as facilitator but they as key of to achieve a successful of the learning in

class. The next step in a succession of practicalities for the language classroom is to grapple with what we call classroom management, which encompasses an abundance of factors ranging from how you physically arrange the classroom, to teaching 'styles' to one of my favorite

themes: classroom energy (Brown:192). It shows that by understanding what some of the variables are in classroom management, she can take some important steps to improve her skill as an English teacher. According to Rusydie (2011:19),

Kemampuan setiap guru dalam membangun manajemen kelas merupakan faktor yang tak boleh diabaikan jika kita ingin memajukan dunia pendidikan Indonesia. Tanpa manajemen kelas yang baik, suasana belajar mengajar tak ubahnya sebuah forum yang pasif.

It means that the successfulness of classroom activity was depended on the teacher's classroom management skill. When the teacher was not good in managing class, the atmosphere of classroom would be passive. So it was very important for teacher having classroom management skill. In line with the theory above, the recent condition of classroom activity leaned to be passive atmosphere. Because some of the teachers still less strategy in construct a good classroom management especially in teaching English. In some condition, a teacher just gave explanation of the material based on their handbook without considering how to make better management in the class. She explained it then gave some questions. She gave a certain time in answering that questions for student then discussed in the last period. More, she left the class when

student did it. She shouldn't do such that behavior because the class was did not fulfill only mastery, but the teacher should make a good education atmosphere, some briefing, foundation about good attitude and so on. Most of the teachers, only deliver the material without seeing do not maximal of their teaching processes, such as they did not maximal to make the strategy management, unprepared to learning process, and the teacher did not based on lesson plan, because the teacher considered the material only, the amount of the time spent in teaching students to engage with the curriculum and other activities such as socializing, efficient process in the classroom, and punishment for making mistakes. Furthermore, Larsen-Freeman (2006:01) explained,

“As a teacher of language, you have thoughts about your subject matter – what language is, what culture is – and about your students – who they are as learners and how it is they learn. You also have thoughts about yourself as a teacher and what you can do to help your students learn”.

It is very important for us to become aware of the thoughts that guide our actions in the classroom. The classroom management in SMK Pemuda Papar had some criteria for the research, and the teacher also experienced in teaching and managing a classroom. Besides, based on an interview with Mr. Moh. Abu Khasan S.Kom., Vice

of Curriculum of SMK Pemuda Papar was obtained information that the advantages of English Teacher at SMK Pemuda Papar. From the interview it was found out that the teacher always test the students' ability such as speaking, listening, reading and writing using various methods, for example using CLT (communicative language teaching) method, group assignments, group discussions, PBL, Problem Solving, demonstrations, and so on. She always measure and assess the students' ability after 1 basic competence was done. So it can determine the students who needed remedial and whom the students to do the enrichment. And the last, already established English club to train and improve the ability of the students in terms of speaking, and listening. Based on the background above, the researcher decided to construct about classroom management in teaching English at the first grade students in SMK Pemuda Papar in academic year 2015/2016, and problem formulation as follows: How does the English teacher manage her classroom in teaching English material of invitation card at the first grade students of APK in SMK Pemuda Papar?. The researcher's purpose in conducting the research is to describe about the English teacher manage her class in teaching English material of invitation

card at the first grade students of APK in SMK Pemuda Papar.

II. Research Method

The research design is qualitative research and the type of this research is case study. The case of this research is an English teacher who had good ability enough in managing the class, especially in teaching English. This research used four stages to conduct her research. The first is preliminary research, in this case she collected the material about learning classroom management in teaching English. After that, she formulated instruments to collect the data. The instruments are observation and interview. Next she tried to collect the data from the teacher by interviewing her because she wanted to identify about the subject of the research and focused to get more information related with research question that supports her arguments. After consulting to the teacher, she took a role as an observer. She observed all of the activities during teaching-learning process. Then she started to do research at SMK Pemuda Papar. In the process, she used observation. Then to support the data, she used interview and documentation. After that, she analyzed the data used some steps such as data reduction, data display and conclusion drawing. The last she wrote the research report descriptively and clearly to

make the readers understand the content of it. In this stage, she consulted it to the advisor regularly. She chose SMK Pemuda Papar as the place of the research because she had PPL in this school, so she known the condition of the school. SMK Pemuda Papar is one of Vocational High School in Papar, located at Jl. Pare-Papar. It is not far from the researcher. The research activity was conducted around seven mounts. It is start on April until September 2016.

III. Findings

The finding showed that the teacher used three kinds of managing voice such as audibility, variety and conservation. Her voice was very good because the voice was heard clearly until back row of the class and she never shout. She used different intonation when she gave instruction to her students. She conserved her vocal energy in her full schedule in teaching English in some class everyday so that she never felt tired. She often used Indonesian in explaining the material to avoid misunderstanding of her students in understanding the material. She greeted the students and checked the attendance list. When it finished, she told about the invitation card topic. Invitation card divided into two ways, spoken invitation and written invitation or we called invitation card. Spoken invitation gave on the first meeting and invitation card gave

on second up to forth meeting. The material was gave by wrote the material on whiteboard followed by the students. She gave the students some examples; she often gave real situation to make the students easier to understanding the topic. After they understood about it functions. She continued explained it clearly. The last was post activity, where she reviewed the material again after discussing the task. She gave more clear information about briefly. If there was no question again, she gave them homework then closed the meeting.

During her teaching learning process, she had unique punishment for every student who made crowded in classroom by giving a task to them and she asked them to do it as soon as possible at that time. So the positive effect of it is the students can increase her ability in study English.

She wrote the material in the whiteboard. Then the students rewrote the material in their own book. After they had finished rewriting the material, she explained the material clearly. She used orderly rows and separate rows to arrange the students' sitting. Orderly rows sitting used in the first, second and fourth meeting at that time. In this setting, the teacher could explain the material comfortably. She also could monitor all the students

easily because they sat in pairs and appear the whiteboard. When the teacher explained the material about invitation card, the students paid attention and wrote the important information from the teachers' explanation. When she taught spoken invitation, she asked the students to read the dialogue of invitation with their friends who pointed by her. And the position of the students was face to face and stood by their chair. Separate rows was used when the students should sit in a group. When the teacher asked the students to make informal invitation of the students sat with their small group that consisted of four students. The groups were formed random by and the position of the teacher always from one group to another group. If there were any groups who did not on task she attends to these groups so that they could back on task. During grouping activity, the students focus on her duty such as students 1 had a duty to find out the meaning of words in the dictionary and students 2 had a duty to give an idea helped by students 3 and students 4 as a writer. The teaching learning process was succesful, it was known by the students' score. Then, she evaluated for success or failure of her lesson could show based on the students' scoring. She gave a task to the students which consist of seven questions. Every correct number had

fourteen score and the final score was one hundred so the students' score was gained through one hundred which added two then divided by maximum score. The minimum criteria score was seventy five at that time. The students' who got less than seventy five, they should had remedial because it considered as unfinal score. The students who got more than seventy five, they could join the teaching learning because it considered as final score. The teaching learning process was considered success if the students got seventy five only at least four students. At that time, the students could answer all questions from the teacher. Most of them got eighty eight score so it showed that the teaching learning process was success.

Then the researcher took previous study from journal done by Sakui, Keiko on May, 2007 entitled "Classroom management in Japanese EFL classroom" the study stated that based on her observations, conducting communicative language teaching whilst managing their classroom was a challenging task for the teachers at times. Many factors were identified as making classroom management good such as balancing communicative language teaching and classroom management, spatial arrangement of classrooms like the teacher was expected to manage different groups

simultaneously, students' and teachers' expected roles like the students were expected to change their roles and behaviors accordingly without any explicit training or explanation from the teacher, cognitive complexity of activities like the teacher needed to depart from these routines and institute new expectations and rules, and teachers' perceptions of classroom management difficulties. There was two similarities between this research such as in group discussion the teacher should move around the classroom and attend to these groups who not on task and in explained the material, the teacher always used own language to make their students more understand. In those journals the teacher used Japanese to explain the material and in this research the teacher used Indonesian to explain the material.

IV. Conclusion

Based on the result of this research, the researcher concluded that in managing her classroom in teaching English material of invitation card at the first grade students; she had good voice because the students could hear her voice until the back rows. She also limited the material every meeting to get maximum result in teaching learning process. Then she often used two kinds of seating arrangements in doing some activity such as individual assignment or group discussion there were

Orderly Rows and Separate Rows. The teaching learning process was successful because many students got good score in did the task.

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