

# **ARTICLE**

## **THE CLASSROOM MANAGEMENT USED BY THE ENGLISH TEACHER IN SEVENTH GRADE INCLUSIVE CLASS AT YBPK JUNIOR HIGH SCHOOL KEDIRI IN THE ACADEMIC YEAR 2017/2018**



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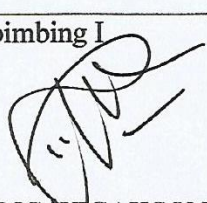
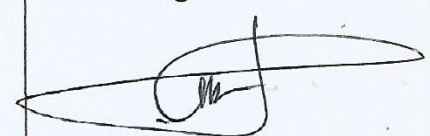
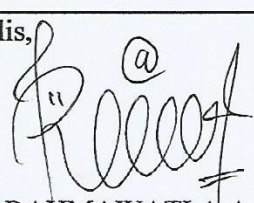
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# THE CLASSROOM MANAGEMENT USED BY THE ENGLISH TEACHER IN SEVENTH GRADE INCLUSIVE CLASS AT YBPK JUNIOR HIGH SCHOOL KEDIRI IN THE ACADEMIC YEAR 2017/2018

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## ABSTRACT

**Dwi rahmawati arba'atin:** The Classroom Management Used by The English Teacher in Seventh Grade Inclusive Class at YBPK Junior High School Kediri in the Academic Year 2017/2018.

This study focuses on teaching speaking in inclusive class. However, teaching speaking in inclusive class is not easy process because of their abilities which need specific handling. Thus, the purpose of this study is to describe the way how the teacher applies the classroom management in inclusive class of seventh grade of YBPK Junior High School Kediri in the academic year 2017/2018. Furthermore, YBPK Junior High School is the best inclusive school which has experiences in leading inclusive students since 2013. This study is qualitative research. The place for collecting the data is at the seventh grades students of YBPK Junior High School which consist of fourteen students. The result, the researcher concluded that the teacher almost used the theory from Harmer (2001:271), she adapted 4 principles of classroom speaking activities such as; acting from a script, discussion, simulation and games. It was supported enough for the students based on their conditions. For the classroom management, the teacher applied the principles of classroom management according to Brown (2001:192) those are; sight, sound and comfort, seating arrangements, voice and body language and discipline. Besides, the English teacher of YBPK Junior High School Kediri has many roles that applied in inclusive classroom according to Brown (2000:167), those are: teacher as controller, teacher as director, teacher as manager, teacher as facilitator and teacher as resources. Those research findings taken from the observation, interviewing and documentation of the classroom management that used by the English teacher in seventh grade inclusive class of YBPK Junior High School Kediri in the academic year 2017/2018.

## KEYWORDS:

Inclusive class, Classroom management.

## I. BACKGROUND

Now days, the children who have different abilities are facilitated by the government with special school that has been adapted to the level of ability differences. That's schools are commonly known as the inclusive class. It is a new thing in Indonesia formally declared on

August 11, 2004 in Bandung. PERMENDIKNAS RI No.70 (2009) section 1 stated that:

*Pendidikan inklusif adalah system penyelenggaraan pendidikan yang memberikan kesempatan kepada semua peserta didik yang memiliki*

*kelainan dan memiliki potensi kecerdasan dan atau bakat istimewa untuk mengikuti pendidikan atau pembelajaran dalam satu lingkungan pendidikan secara bersama-sama dengan peserta didik pada umumnya.*

Based on the statement above, means that Inclusive education is a system of education which provides opportunities for all learners who have potential of intelligence and special talents to learn in an educational environment together with learners in general. So, the inclusion is a basic model where both regular and special need students are educated within the same classroom. A typical class may consist of gifted children, slow learners, English-language learner, and low socio-economically status children. With such a diverse combination, classroom management along with focusing on delivering a differentiated instruction that targets each student individually in the classroom has made a regular education teacher's job beyond difficult.

However, teaching speaking to inclusive class is not easy process because of their personalities which need specific handling. Generally, for speaking skills, the normal students can express their language without limited idea of their mind. In fact, students with special needs have different characteristics such as communication and

social interaction. Knowing that, the teacher may need a kind of strategies on how to manage the class, technique and method that appropriate to the material being taught and the interaction between teacher and students in the class to make the situation comfort and teaching learning process can run smoothly. Those strategies that the teacher need to apply, include in the classroom management. According to Brown (2001:192), one of the simplest principles of classroom management centers on the physical environment for learning the classroom itself, consider seventh categories such as; sight, sound and comfort, seating arrangements, chalkboard use, equipment, voice and body language, teaching under adverse circumstances and discipline.

In Kediri, there are some schools that have an inclusive class, the one of them is SMP YBPK Kediri. That school has one inclusive class from the first grade until third grade which taught by professional English teachers who have good personality and ability. There is only an English teacher who teaches from the first grade until the third grade. The principle of teaching and treatment applied in SMP YBPK is all students are equal, there is no discrimination between students with each other both normal students and students with special needs.

## II. RESEARCH METHOD

In this research, the researcher uses the form of qualitative approach. Means it doesn't use statistical formula to analyze the data. The researcher collected all the data about classroom management and the English teacher's roles in teaching learning process through observation and depth interview. It is not in numeric analysis, because the data are analyzed descriptively in-order to get the result in the end of the research. As defined by Ary (2010:29) that qualitative approach seeks to understand a phenomenon by focusing



on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding through observation and in-depth interviews rather than a numeric analysis of data. There are some steps in conducting this research. For the first, the researcher did the preliminary study to get the information. After getting the data about classroom management and the teacher's roles, she decided to make the teacher as the subject of her research. Then the researcher explored the research focus through observation and interview. She interviewed the teacher who has provided the information such as asking her lesson plan, teaching media and everything which is used to support teaching learning process. The researcher also has observed on a variety of activities by making documentation in the teaching learning process. The data was presented in the descriptive manner that explained on the result of collecting data. At the end, the researcher checked the validity of data using triangulation. It's used in which the researcher analyzed different kinds of source the data. Then the final analysis is done to conclude the results of the writing report. This research was carried out in an inclusive classroom of seventh grade at SMP YBPK, which is located at Semampir Kediri. The reason for selecting that school, because SMP YBPK is the one of inclusive school which accepts students with special needs and it has a good accreditation. Also, the teacher of this class has an experience to lead the inclusive well.

### **III. RESULT AND DISCUSSION**

Based on the observed data that were presented in the stages of speaking activities and classroom management that the teacher used, also further information about the roles of teacher in teaching speaking for inclusive classroom, the researcher found that the teacher almost used the theory from Harmer (2001:271), she adapted 4 principles of classroom speaking activities such as; acting from a script, discussion, simulation and games. It was supported enough for the students. And for the classroom management, the teacher

applied the principles of classroom management according to Brown (2001:192) those are; sight, sound and comfort, seating arrangements, voice and body language and discipline. Besides, the English teacher of YBPK Junior High School Kediri had many roles that applied in inclusive classroom according to Brown (2000:167), those are: teacher as controller, teacher as director, teacher as manager, teacher as facilitator and teacher as resources. These are the details explanations about the result of this

research based on the interviewing and observation that the researcher done at the seventh grade of YBPK Junior High School Kediri.

From finding above, the researcher found that she used principles of classroom speaking activities such as; acting from a script, discussion, simulation and communication games. First, she used an acting from a script when she taught about the name of the days in the speaking class. Before the teacher asked to the students to act their script, she asked to the students to prepare it by making the script first which written on their books and memorized it. So, from the script that they had made, they must act out in front of the class without the script. But the teacher allowed some of the special students to bring their script in front of the class, because of the condition that they got difficult to memorize it without the script, and the teacher helped them to present it. From that situation, the teacher applied the roles of the teacher as director. She corrects faulty performance again and again and insists on repetition of the performance until it achieves a measure of perfection. In this activity, the strengthen is they can practice their confident to perform in front without feeling afraid, and also the teacher had ensured that acting out is both a learning and a language producing activity. The weakness of this activity is,

not all of the special students wants to come in front and present their work fluently because of their less confident and afraid if they got mistakes in uttering the word.

Beside using acting from script, the English teacher sometime used discussion activity. It happened when the teacher gave the material about the days in a week. Then she asked the students to make a buzz group to do the task. By doing discussion in their group work, the students have more opportunities to exchange the information. In that case, the group work in inclusive class consist of special students and regular students. So, it can help the special students to get more opportunities to gain knowledges from other as regular students. When they did their work, the teacher walked around of the class to know and check the students answer. From this condition, the teacher applied the roles of the teacher as controller. she controlled and helped them step by step until they can. So, the teacher always in charge of every moment in the classroom. The strengthen of this activity is it could create a good teamwork relationship between special students and regular students better. Also, it can increase their brevity to express their idea in arranging the task.

Another classroom speaking activity is simulation. The teacher used it when she taught the days in a week. Before she taught

the material, she gave them the video related with the topic. Then the teacher asked the students to guess what did the video talk about. After they had known about that, the teacher explained about the content of the video also gave the examples. Next, the teacher gave the meaning of each words. The teacher delivered her explanation by using mix language (English and Indonesia) to make them more understand. In this rule, the teacher gave the instruction to their students to make a simulation from the video. So, the students imitated how the way to pronounce the name of the day in English by imitating the gesture and singing the song based on what they had seen. The aim is to attract and persuade them to memorize the name of the day easily without reading a lot from the book that made them bored. Simulation can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP. Based on that condition, the teacher applied the role of the teacher as manager and facilitator. She managed the students' activity and facilitated them with her guidance in the process of learning by giving a video as media. The strengthens of those activities, are to increase the student's confidence and improve the speed of brain in memorization. In other side, the weakness is some of the special students

couldn't follow the right rules. They did the simulation by moving at will by themselves. But the teacher could handle it well.

The last activity is communication games. The teacher used it when she taught about month of the year. She divided the class into some groups which consist of three students. Then she gave the direction to each group to find the names of the twelve months of the year in the puzzle then complete the words in the list provided in their student' worksheet. Next, she asked the students to complete the sentences with the correct months. After that the teacher asked the students from each group to present their work in front of class. But for the special students, they were still helped by the teacher when they presented. If any students that didn't understand about the question or confused about the answer, they come to the teacher to asked, and the teacher gave the solution. Based on the teacher did, she had applied the teacher role as resources. The implication of the resource role is that the students take the initiative to come to the teacher. When the students got difficulties in doing the task, they asked the teacher about that. So, she was available for advice and counsel if the students seek it. From the communication games activity, the strengthens are made all students more active to participate in

teaching learning process and encourage them to communicate in real ways with their classmates using their own language skills.

For the material in teaching speaking, the teacher was adapting and adding material with her own situation in order to make the explanation more clearly by added the material from another source such as the simple puzzle games from internet and interactive video downloaded from *youtube*, which made them more interest and easier memorizing about the days in a week and the twelfth month in year. Knowing the condition of her students, very impossible asked them read too much book and did too much exercises. The teacher asked them to make group work by combined regular and special students to do the students worksheet. That is the chance for them to improve their skill in English and they were able to do the teacher' instruction then perform and presenting their work in front of the class rather than reading too much sentences and doing many instructions from their book. Special students were interested in color and shape in their students' worksheet, also some attractive activities such as singing and dancing, rather than seating in their chair and did the task from students' textbook which the color is black and white, that made them bored and lost their

concentration. Not only special students but also regular students were bored when they just silence and listened the teacher explanation and read too much the sentences. They need some activities related to the material which made them more comfort and interest in teaching learning process.

Moreover, the sight, sound and comfort are important aspect to supported classroom management runs well. The condition of the classroom is neat, clean and orderly in appearance. The class was comfort enough for teaching learning process, because the lamp, fan and electrical system are operated. Blackboard was erased and ready to use, all of the chairs are appropriately arranged. The teacher was able to manage her voice and his performance well. The teacher had a loud of voice and clear pronunciation. The students were able to catch her voice even though they sat in the back rows. Especially for special students, the teacher was moved around the class to check them and came to their chair one by one to make sure that they still focused, heard her voice and touched them to make their concentration back again. She always monitored them by asking their difficulties and use her hand and certain gesture to enhance meaning of words or sentences that might otherwise be unclear for the students.



In the beginning of the class before opening the teaching learning process, she always controlled the seating arrangement. She had rules in her class such as she asked the special students' seat with regular students in order to give more chance to special students making interaction to others also help them to more focus towards the teacher explanations. The teacher always gave a chance for them to make a group or pair work discussion to make them more feasible interact among students and they can easy to shared and paid attention to the teacher and lesson rather than seating in a row, semi circles, U-shaped or moving seat. But sometime, she also managed the seating arrangement by using L-shaped

seating arrangement or just mixing the students in a row. Besides that, she was very discipline. Because it becomes one of the crucial aspects in achieving the successful of teaching and learning process. The teacher had a good time management like as she always come on time and had deals with her students about certain case and gave them a punishment if they disobeyed.

Those are the research findings taken from the observation, interviewing and documentation about the classroom management used by the English teacher during teaching speaking in seventh grade inclusive class of YBPK Junior High School Kediri.

#### IV. CONCLUSION

Based on the findings, it implies that classroom management is the important things in teaching speaking in inclusive class. The English teacher had applied classroom management in a good arrangement, she managed the class start from managed the seating arrangements, used gesture, voice and body language. Besides, the teacher also used speaking activities such as acting from the script, communication games, simulation and discussion to make all the students' interest to participate in the teaching

learning process. Because, the students prefer to have an attractive lesson, rather than sit down, silence and complete a lot of task without any movement that made them feel bored. In addition, by conducting the classroom management in an inclusive class, the students were easy to understand about the material and the teacher' explanations. Also, the interactions between regular and special need students run well as the students in general.

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