

AN ANALYSIS OF CLASSROOM MANAGEMENT PROBLEMS FACED BY TEACHERS IN TEACHING ENGLISH

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ABSTRACT

This research is aimed at finding out how the English teachers faced the classroom management problems in teaching English. The subjects of this study were the English teachers of SMPN 2 Kuripan in the academic year of 2019/2020. The method of the research was descriptive qualitative research the data were collected by interview and observation. After collecting the data, the researcher analyzed the data found qualitatively. The findings showed that the teachers applied classroom management such as physical design of classroom, rules, relationship, engaging and motivating interaction and discipline.

Keywords: classroom management, problems, teaching English

INTRODUCTION

One of the abilities that must be possessed by teachers in the teaching and learning process is class management skill. Marzano (2003) stated that the most important role of the teacher in the teaching and learning process is the role of a manager. Teachers must be able to manage the class well and create good conditions for students to get the expected results. If the teacher cannot manage the class well, teaching and learning activities will not be effective. To realize teaching goals, teachers must be creative in choosing materials and techniques to create a good atmosphere in teaching and learning activities.

Classroom management affects the teaching and learning activities, including English as the language used in the classroom. Nunan (2000: 189) says that classroom management is very influential in teaching and learning activities to find and maintain the right system that can be applied. He also states that class management can be used to

regulate and manage classes. Levin (1996:32) explains that classroom management can enable an effective teaching and learning process.

It could be seen how important classroom management within the success of the objectives. Unfortunately, not all the teachers are able to manage their class well. Many teachers assume that they do not have any problems in their classroom management which they realize that after the assessment and evaluating the student's results. Evertson and Weinstein (2006) stated that classroom management is one of the most challenging problems for new teachers, especially when classroom management problems are associated with language learning methods and strategies, the situation will become more difficult in front of new teachers (Evertson & Weinstein. 2006). Teachers must know the right way to solve problems in their classrooms to make it easier and ready to face other problems that will arise and it is easy to develop appropriate strategies to deliver the material to be taught to students. Therefore, this journal is focused to carry out the study, entitled: An analysis Classroom Management Problems Faced by Teachers in Teaching English.

REVIEW OF LITERATURE

Evertson and Weinstein (2006) define classroom management as the actions teachers take to create support for students' academic and social, emotional learning. To achieve high quality classroom management, teachers must develop caring, supportive relationships among students and organize and implement instruction in a way that optimizes student access to learning. Developing a good teacher-student relationship, this is also expressed by Marzano et al. (2003). Evertson and Weinstein (2006) also state that teachers should be more involved in students' academic work, which can be done using group management methods (e.g., by establishing classroom rules and procedures, Marzano, 2003). Teachers should encourage the development of students' social skills and self-skills. Marzano (2003) refers to it as making students responsible for their behavior. Lastly, Evertson and Weinstein (2006) state that teachers should be able to use appropriate pressure to help students with behavioral problems.

Therefore, classroom management is an interaction between teachers and students. Brophy (2006) defines a similar thing in classroom management which refers to the act of creating and maintaining a learning environment that is conducive to achieving learning objectives (regulating the physical environment, establishing rules and procedures, keeping students' attention involved in the learning process). Both definitions emphasize the importance of actions that must be taken by teachers to facilitate student learning in the classroom.

METHOD

This research use descriptive qualitative research. Qualitative research is an interpretive approach, which tries to gain an understanding of the meanings and certain behaviors experienced by participants in certain social phenomena through subjective experiences. In this research, the source of the data is information from the observation and interview by the researcher and participants which were English teachers in SMPN 2 Kuripan. Both of which were used to get information about how the English faced that cclassroom management problems in teaching English.

FINDING AND DISCUSSION

Based on the data from the observation and interview, the researcher found that the classroom management was divided into five aspects. There were physical design of classroom management, rules, relationship, engaging and motivating, and discipline.

Effective communication in the classroom is very important for the success of students and teachers in achieving learning goals. The type and amount of communication that occurs in the classroom can be used as a reference for determining students seating arrangements. Physical design is a big part of classroom management. Due to the appropriate seating arrangement, English teachers can use different seating arrangements depending on the teaching and learning activities. In the finding the teachers used horseshoes or orderly rows in teaching learning activities depend on the teaching learning activity. The teacher who teaching A B C class used horseshoe seating arrangements in the classroom and the teacher who teaching in D E class used orderly rows and the horseshoe was made the teaching learning activities become more conducive because of the shaped of horseshoe seating arrangement made the teacher free to controlled the students in the classroom, also this seating arrangement allowed the teacher's lesson to be more engaging for students. It means the use of horseshoe seating arrangements was easier for the teacher to controlled the students' work and helped the student's difficulties without going to front of class, also the teacher had a clear view to all of the students.

The second-class room management is rules. Rules in the classroom m are extremely needed as a control in teaching process to make learning conducive. Classroom rules are defined as the statements that teachers present to describe acceptable and unacceptable behavior. Rules cover several dimensions of behavior including respect and making appropriate effort. The teachers necessary use frequently positive language to create the general rules in the classroom. Based on the observation, the teacher created the verbal rules that were general and specific in the classroom, also the classroom has the rules that were created by their homeroom teachers. The advantages of general rules are the teacher covers situations and behaviors, also in other observation, the teacher used general words in different situations to control students behavioral in the classroom, such as "respect each other", and "do your best". And rules with specific words focus on the situation likes "be quite" "no food in the classroom". The general and specific rules that created in the classroom could accepted by the students and made them followed the rules.

Other Component of classroom management is creating a caring relationship. When the teacher has a great relationship along with the students, the students promptly agreed the guidelines and disciplinary that the students agrees. Without great connections, foremost the students rejected the principles and systems alongside the disciplinary activities. First, the relationship among students, to creating positive relational relationship among students is to give students freedoms to association interface with their classmates. Based on observation the teacher utilized group building exercises which require little gathering to cooperate to achieve an errand effectively. This activity promote positive interactions because students need to work together to succeed. Second, teacher student relationship, there were various approaches to speak with the students that the teacher cares about them academically and personally. Based on the observation, before the lesson started the teacher usually give open-ended questions for the students. This activity aimed to provoke the students talk. It was one way to stimulate students to talk. During the teaching learning activity, the teacher sometimes gave some questions to get students' attention and to check students' understanding. The teacher likewise offered the students chances for the students who did not comprehend to ask the materials.

The next classroom management is engaging and motivating students, which involve using instructional techniques that increase students' motivation and interest in learning. Based on the observation, the teacher used a laptop, papers and another tool when the teacher made games. Before it, the teacher explained the material, give instructions, and give examples of the material by writing some in the whiteboard. The teacher also used

worksheets that have been provided by the school and the teacher asks the students to pay attention the worksheet that have been provided to clearly understand. Second, the teacher makes the students enthusiastic in learning process, making enthusiastic means that when the instruction from the teacher to be important in maintaining motivation and students learning. Furthermore, making students' enthusiastic is important because it could make students' more motivated to learn. When the students did not understand the material, the teacher would repeat it that part of the material that was not been understood by the student. The teacher also gave the reward by big applause to the students who were able to do the instruction. This aimed to motivate the students in the teaching learning process.

The fifth component of effective classroom management is discipline, which is defined as preventing and responding to behavior problems. Based on the observation, to create the discipline, the teachers gave a treatment or warn when the student did not pay attention of the teachers' explanation. The teacher called students' names even came to the student who disturbed the teaching learning activity.

DISCUSSION

This finding of this research was supported by Indry (2016). This researcher aimed to describe the classroom management applied and explained the problems faced in teaching English in tenth grade of SMAN 1 Wonosari. The result of this research found that classroom management is divided into five aspects and the problems faced by the English teacher. Another research by Meria (2017) stated that to manage class well the teachers used some strategies in classroom management. However, the result of this research contradict with result of Elsa Parindra (2014) stated classroom management is not optimal yet because there is aspect of classroom management in class not running well. The contradicts may have been caused by the researcher focusses on how the English teacher faced classroom management problems, while Elsa Parindra focusses on classroom management experienced by English teacher and took senior high school for her research.

The classroom is a complex place where teaching and learning activities are carried out by teachers and students. Classrooms accommodate many activities and people every day. The class is very influential on the learning carried out by students, especially if the arrangement of the classroom is suitable in learning it will have a significant effect on class management and student discipline. The use of an appropriate classroom in learning can affect the attitudes of teachers and students positively, the classroom must bring a motivating, enthusiastic and purposeful atmosphere for learning, but there are still many teachers who have problems with the arrangement of the classroom setting and that are the concern of many teachers. To overcome this problem, the teacher arranges student seats so that it is easy to control and easy to interact between teachers and students. The use of physical space can positively affect the attitudes of teachers and students. The following findings showed that the teachers used physical design in classroom. The teacher said in interview

"Every teacher has their own rules. I do not discriminate between students because all students have the same learning rights. I usually do groupings on students and arrange their seats so that they are easy to group and easy to supervise." The teacher also added:

"I classify students who are weak in English lessons and those who are high in interest in learning to study in the same group so that the portion of learning is the same and others can be motivated to learn".

"To facilitate physical design learning, the best is a horseshoe because all students can pay attention to the teacher's explanation in front of the class"

Seating arrangements greatly impact to student behavior grouping desks helped students socially but hindered their individual performance. Therefore the teachers play an important roles in shaping the academic and social aspects of students because students' lives can be organized and structured in the classroom and could be brought into their daily lives. A well-organized classroom can produce positive interactions and behaviors between teachers and students, which can reduce the occurrence of bad behavior problems in the classroom. Changing student seating arrangements was a strategy that could be used by teachers to reduce disruptive behavior in the classroom.

In the observations that have been made the teacher arranges student's seats on horseshoe in the classroom so that learning activities can run well. This kind of seating arrangement can improve student communication and the placement of a horseshoe sitting position can be very interesting for students because it gets the same attention from the teacher. Seating arrangement can encourage good behavior and participation by students. The horseshoe seating arrangement made it easier for students to pay attention to the teacher, make it easier for the teachers to control the class also make eye contact with the students.

a. Rules

The most important aspect of effective classroom management is the involvement of the design, procedures and implementation of rules in the classroom. Good rules start with a good design that can remind students how to work together and how to apply that collaboration well in students' lives. According to teacher's interview,

"To make the class orderly, the rules in the class must be emphasized so that all students can study comfortably. The rules have been agreed upon by all the students in the first meeting

"The rules that I make are oral rules that have been agreed and it must be conveyed in good language so that they are easily accepted".

"The rules that I make are usually based on student habits, starting from the rules for entering and leaving students during learning, students who disturb friends, and who do not or collect assignments. The punishment of this rule is well received because it is mutually agreed and it is also good for learning".

Classroom rules are generally about overall behavior while routines are more specific such as tasks and giving directions on how tasks should be completed. Teachers also in forming rules must use positive language so that it can be well received and can be understood. Based on the findings, the teachers used positive language in making effective rules that can provide a positive classroom climate because it emphasizes good behavior. Also the teacher uses two type of rules, the first is a rule that uses common words that refer to general situations differently. Second, rules with special words that refers to certain situations in the classroom.

b. Relationship

The next component of classroom management that accustomed by the English teacher is developing caring relationship. The teacher has to do frequent communication with the students to build relations with the students and build their social skills to make the students construct positive relations such as friendship in the classroom. Based on teacher's statements,

“The communication that I build with students is communication that is usually done between teachers and students, we do not have a wide distance with students to communicate outside or inside the classroom. Communication is very important for us as teachers to know what students need and what students want”.

“To achieve good communication, inside or outside the classroom, we must not differentiate one student from another, we must equate the needs of all of them as students. An important form of communication in the learning process is not discriminating between students to build good relationships with students”.

c. Engaging and Motivating

The classroom is where the place of support for learning process, the teachers should be able to build the peaceful learning by paying attention the emotions of the student. To execute the learning process easily, Teachers must be able to develop easy and clear methods to provide understanding of the material to students who have attended, during, and after they have attended and make the learning interesting and motivating for students.

The last part of classroom management is the discipline categorized to address and prevent student behavior problems. Based on the research findings, teachers generally treat students with caution to discipline all students in the class so that students can focus on the teacher's explanation and if there are students who do not focus on the teacher's explanation, the teacher approaches the student and even calls students who do not pay attention of the teacher' explanation or student who disturbs his friend during the learning process. This finding is supported by Larson (1992) stated, when students disrupt the classroom, the teacher should try preventive measures. Namely by making eye contact with the student or approaching the student. To control student behavior, a teacher must approach students. For students who leave without permission, the teacher gives time and if the time runs out the teacher does not allow them to join the class. While the teacher provides discipline to students who do not focus on practice by giving a warning that the teacher will ask students to do assignments. It can be concluded from the findings; discipline can be formed by the teacher through a good relationship approach without having to carry out corporal punishment which can result in the loss of student interest in learning.

CONCLUSION

Based on finding and the discussion, there are several points that can be concluded as following description. The problems that faced by English teachers in teaching English is the students' behavioral problems. There are many academic and student behavior problems faced by English teachers in the classroom which have direct impact on the teaching and learning process such as: forgetting school equipment, talking during lesson, sleeping during lesson shouting while lesson is going on, moving from seat to seat during lesson, inappropriate speech, refusing to do school tasks and assignments. To solve the problems, the teacher applied classroom management such as physical design of classroom, rules, relationship, engaging and motivating interaction and discipline.

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