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Teacher's Strategies in Managing the Class

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Abstract: Nowadays the classroom management is very important for the teacher. In Indonesia, the class had several categories. Namely, international class and regular class. The teacher need to be aware of this phenomenon. They should established some strategies in order to manage their class. The population in Indonesian school nowadays was various. There are small and large classes. On this research, the researchers would like to know what kind of strategies that the teacher used in managing the large class. On this research, the researcher used Qualitative approach in the form of Descriptive qualitative design. The result found that there are many strategies that the teacher can use in managing the large class.

Keywords: teacher, class management, teacher strategy.

1. INTRODUCTION

English is one of most widely used international language in many types of communication. This language is generally used in foreign fields in human activities such as tourism, engineering, company, education, and other fields. It is the language that should be learned by people as they wish to communicate with others from countries across the world (Wahyuni and Naim 2019).

Throughout Indonesia, in a formal school, English is taught as a foreign language. It is applied in both junior and senior high schools as a compulsory subject. English is taught in those schools in the teaching-learning process which encompasses the four English skills, i.e. listening, speaking, reading and writing.

From all teaching and learning procedures, including the English teaching and learning process, classroom management is needed (Reski and Aswad 2018). Management of the English classroom is a form or support for the efficient and effective activity of the English teaching and learning process. A good classroom management surely will affect the student achievements in understanding the lesson. Brown (2001:192) points out that one of the key steps in an effective teaching and learning system is the management of classrooms, which involves an array of factors ranging from the physical organization of the teacher in the classroom to the production of energy in the classroom.

Before we continue any further to the organization of the teaching system, we would try to define what

is management first. "Management stands for a collection of activities (including planning, decision-making, coordinating, guiding and controlling) that focus on the use of resources (human, economic, informational) to achieve goals in an efficient and effective manner" (Gocevski, T. 2010: 5). This paper deals with classroom management, so a more specific definition of school management is needed:

Classroom management influences the process of teaching-learning, including classroom English (Pandang, Hajati, and Aswad 2019). Nunan (2000: 189) says that the management of the classroom plays an important role in the teaching and learning process. In addition, Nunan (1990: 10) states that classroom management refers to the actions, activity and communication of the student during the course of the lesson, which is coordinated and monitored by the instructor in order to allow the teaching to take place as effectively as possible.

Burden and Byrd (1999: 162) state that classroom management refers to actions and strategies used by teachers to maintain order in classrooms. Furthermore, Burden and Byrd (1999: 163) state that classroom management focuses on the establishment and maintenance of a workable system for classroom groups rather than on ways of detecting and punishing misbehavior, resolving behavioral disorders, or capturing the attention of individual students.

Heppner (2007) views large classes as a small business which should be set up and handled carefully. Generally speaking, experienced English teachers in general and teachers beginning teaching in particular find it onerous to manage a class with a big

number of students with various levels and different personalities. Therefore, it is helpful for teachers to divert a lot of class responsibility to students and back up a little and that will give students space to teach each other.

Many researchers believe that large classes offer few opportunities to teachers to employ quality teaching and learning environment for learners (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006). Zhang (2002) examined the effect of large classes among college students and proposed that problems are one of three or all. Thus, the researchers would like to know what kind of strategy that teacher applied in managing their class, especially the large one and how they manage the class during teaching and learning process.

2. METHODS

This research used a qualitative approach aimed at identifying the teacher's strategy to manage their class, particularly the English class. Ciesielkiewicz (2015:119) notes that the qualitative approach is the tool used to define and explain the information by words The benefit of the qualitative approach is the consideration of the teacher's perspective on the technique they use to organize their class.

Because this research also showed the data taken from the teacher interviewed to be discussed later on, this method could also be called a descriptive qualitative method. Ciesielkiewicz (2015:120) Descriptive qualitative means that the data is collected by means of an interview as a data collection model and a data analysis technique in the form of

a textual analysis technique based on a transcript of the result field notes.

Febriyanti (2016) states that the purpose of the descriptive qualitative method is to identify, categorize, describe and investigate the finding of the result.

Purposive sampling technique was also used in this research. Etikan (2016:1-5) states that the purposive sampling technique, also referred to as judgment sampling, was used by the researcher to identify what needs to be known to the participant and to identify the participant who is ready to share the information on knowledge or experience. Etikan (2016) also added that the purposive sampling that is on the research, needs to be targeted at those people with the same opinion in order to have the information required and to be willing to share it.

Based on the explanation above, we take one teacher from BLIGO 2 Elementary school as the participants of this research. The population of the teacher was 13th, but only one whom teaches the English material. Therefore, we choose her as our participants on this particular research. We tend to get as much information from the teacher. First we will do an observation to the school and that teacher's class. The class contains 32 students, thus it categorized as a large class. After that, we would like to ask the teacher to be interviewed regarding his or her class managements. The interview was given to the English teacher to identify the difficulties faced by English teacher and to reveal the strategy used by English teacher in managing large classes. In analyzing the data there were three steps that was implemented in this research namely: Data

reduction, data displayed, and drawing conclusion. Moreover, after we collect the data then we will process the data. If the data was lack or short then we will collect more data by doing some questionnaire filling to complete the data.

3. RESULT AND DISCUSSION

This research was conducted at SDN BLIGO 2. The subject of this reasearch is one English teacher. The aimed of this research is to identify and find out the difficulties and the strategies of English teacher in managing large classes.

Based on the interview and observation, the researcher concluded that there were three difficulties faced by the English teacher and several strategies used by the English teacher in managing large classes. The difficulties that the teacher faced in managing large classes are: Grouping the students, using English in large classes, and making students active. whereas the strategies that the teacher used in managing large classes are: Arranging the students seating position, grouping the students, using the media, controlling the students, intereacting , managing the time, telling the story and singing, and giving penalty.

Based on the findings data from interview and observation there were three difficulties faced by the English teacher and ten strategies used by the English teacher in managing large classes. The detailed description can be seen as follows:

1. The difficulties faced by the English teacher in managing large classes

Based on the findings data, the researcher found three difficulties faced by the English teacher

in managing large classes. The first difficulties is grouping the students, the second is using English in learning process. And the last is making the students active in learning process. The detailed description can be seen as follows:

a. Controlling the students in large classes

The teacher found the difficulties when implementing curriculum 13 in teaching English in large classes. the teacher found that is difficult to controlling the students because the number of students is too large. Beside that, all the students are boys who are relatively more difficult to manage. And in class 1-3 still difficult to manage and control the students because they are child so the teacher should slowly to teach them. Beside that, the students also unwilling to move to make a group because they usually tend to work with their close friends only

b. Utilizing English in Instructing English in expansive categories

The teacher still utilised Indonesian accent once he educated English in expansive categories in rudimentary college. And they are kid thus still mazed and didn't understand with teacher's clarification once the teacher utilised English in conveyance of title the material. the teacher expressed as takes after:

(I felt difficult after I educated utilizing English. fully sometimes Associate in Nursing English lesson however essentially the understudies mazed and didn't perceive after I speak English, since it's not their a day accent and that they have moo lexicon authority) supported the teacher's clarification over, the teacher felt difficult once

conveyance of title the material by utilizing English. Since most of the understudies are still want of vocabulary and didn't accustomed to utilize English in their way. So that, the teacher mixed English and Indonesian accent.

c. Making students active in the learning process

When teaching the students in large classes, the teacher felt difficult, especially in keeping them involved in the learning process. Most of the students were still not self-confident and were afraid when they made a mistake.

The professor said as follows:

(I thought it difficult to accustom the students to the use of English and to make them more involved in the learning process) Based on the teacher's comment above, the teacher found it difficult to make the students engaged in the learning process. Because of that, the students were not active in learning process.

2. The strategies used by English teacher in managing large classes

a. Arranging the seat of the students

The teacher always arranged the seat of the students at the beginning of the learning process.

The teacher stated as follows: (because the seats of the students here were arranged and locked or connected in a row to the other seats. I arranged the position of the students to make them feel comfortable with their position)

From the above results, it revealed that the instructor had arranged the location of the students in each meeting, such as moving the

position of the students from the back to the front, the front to the back, the left to the right and the right.

b. Grouping the students

The instructor used the classification to develop the vocabulary of students. The teacher used a different way in each meeting or class when grouping the students.

The teacher mentioned as follows: (I generally divide the students on the basis of their ability. Sometimes I prepared lottery that includes the subject, numbers, speech part, and so on. Then the students chose the lottery that I had prepared before. The other way I used to group the students is by numbering and combining the list of students).

Based on the above results, the instructor grouped the students to develop the vocabulary of the student. The teacher used some forms to organize the students to accommodate a large class. For example, the teacher used the name of part of the speech in the first meeting, and the teacher used the terms included in the content to bring the students into the second meeting.

c. Using the media

The roles of professional teacher is as the mediator and fasilitator, Usman M (2010: 12). The teacher used the media to teach the students. In using media, the teacher used powerpoint and students' worksheet (LKS).

Below is what the teacher said:

(In addition to the fact that the use of media such as interesting Power Point could make

students excited and concentrated on their study) Based on the above results, the teacher showed the students an interesting slide based on the student's book. The instructor made the point of capturing the attention of the students.

d. Controlling the students

The way students can be monitored is to observe and monitor them from all sides. Through eye contact and his expression, the teacher guides the pupils.

The argument of the instructor is as follows:

(When I taught the content, not only did I stay in front of the class, but I also walked around the room) In teaching the EFL, not only did the teacher remain in front of the class, but the teacher also walked around the class to monitor the class during the learning process. Sometimes to monitor the students, the teacher even remained in the middle of class.

e. The teacher also attempts to interact with the students.

The teacher often asked the students after the teacher to repeat the sentence. The instructor reported as follows: (repeating what I said or calling the students repetition, questioning and responding, selecting a student I called to read the material and having a conversation with the students)

Based on the assertion of the teacher above, the teacher explained that when studying the procedure, students should be more interested in communicating with K13. Asking and answering students' questions made the

students more serious. Another way to build the relationship of the students was through conversation between teacher and student, not only that the interaction between the students also had to take place.

f. Managing the time

The instructor used two ways to manage the time. First, for teacher speaking time (TTT), the teacher used first time, and for students speaking time (STT) the second time. The instructor attempted to deliver the content explicitly in the first.

The instructor said as follows: (I applied 2 forms here. First is Talking Time for Teachers and second is Talking Time for Students)

Depending on the teacher's results, 2 learning process frameworks were used. First time for speaking time for teachers and second time for speaking time for students. To make the students involved and autonomous in the learning process, the teacher divided the time

g. Telling the story and singing

It is always easier for students to feel bored. Hence, the teacher is doing things that will make the students not feel bored and sleepy.

Below is the teacher's statement:

(Sometimes I found it more fun to sing and tell the story to make the students feel uncomfortable learning) From the above observations, the teacher used songs and stories to keep the classroom alive.

The strategy is not always used in every classroom, however, it is only used if the class is not friendly or if the students require different motivations and topics. The teacher is singing a popular English song and like the song to the students. It will change the feeling of the students and make them involved in the lesson.

H. Giving punishment

Giving punishment is a strategy used to disciplining students in order to not break the rules that are already agreed.

The teacher stated as follows:

(I asked the students to remember a text or clean up the room when they did not do their task or asked them to do their homework in separate seat when they did not finish their homework at home)

The punishment given to the students must be fair and educational, according to the teacher's statement above. The students were given the punishment to know or understand the mistake they've done.

Students who broke the rules were given certain punishments, such as as telling students to leave the class if they are caught eating food in the classroom or allowing students to do their homework in the classroom's back seats when they did not do their homework.

When they came to the class late, the instructor told the students to stand in front of the class for about 15 minutes. The teacher confiscates the cell phone of the student when they catch in the learning process using the cell phone without

the permission of the instructor. The teacher's penalty was given not to scare students, but it was intended to give a deterrent effect so that students would not repeat the same error in the future.

4. CONCLUSION

Based on the result of interview and observation in the study, there were three difficulties faced by the teacher in managing large classes, are: Grouping the students, using English in learning process, and making students active in learning process. There were ten strategies that are used by the teacher to manage large classes namely: First, the teacher arranged the students seating position. Second grouping the students. Third, the teacher used the media. Fourth the teacher controlled the students. Fifth the teacher used humor in learning process and then he tried to interact with the students. In addition the teacher set the time management in learning process. On the other hand the teacher also prohibit the students not to use cell phone whether it is for looking vocabulary or translating a text. Then, the teacher used story telling and singing to dismiss students' boredom during the learning process. At last teacher also gave penalty to the students who broke the rules. By using those strategies the teacher can manage the large classes well, make students get and understand the material well then catch the student's interest and attention in learning process.

Out of the strategies, teaching English in large classes can be challenging but fun at the same time. No matter how much effort a teacher expends, however, it is unlikely that the perfect large class exists. Problems will arise, and the teacher have to

improve continuously. In this way, teaching large classes is a continuous learning experience. It is a process of growth that never ends, and even the teacher learn new methods and find new tools for their large classes.

Then, for the suggestion the teacher should be able to set the time well, either teacher talking time or students talking time. Moreover, the teacher should

use English as a foreign language more than he usually used in teaching English. It is to make the students accustomed with English So that, the students will more understand and speak English in learning process.

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