

Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class

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Abstract

Education takes effect in human life. Education must depend on empowering all sector of society. Now, in industrial revolution 4.0, education is important to create the students' innovative. So, the school of Indonesia compete to get many new students to fill the amount of the students that were targeted by the Indonesia government. Based on the phenomenon, the purpose of this research was to identify the teacher perspective toward classroom management in the big class. This research was conducted at SMK Muhammadiyah 1 Bantul. This research used a descriptive qualitative approach, and the major instruments used were interview and observation. There were two English teachers that were being involved as a participant in this research. Based on the result of the study, there were three difficulties faced by the English teacher in managing large classes. They are grouping the students, using English in large classes, and making students active. The strategies used by the English teacher in managing large classes are: Arranging the students' seat position, grouping the students, using the media, controlling the students, using humour, interacting, managing the time.

Keywords: big class; classroom management; teachers' perspective; teaching-learning process

A. Introduction

Education is a must to improve the quality of human life. Education must depend on empowering all sectors of society through their participation in achieving educational goals. Moreover, Suhartuno (2015) explains that the goal of educational ethics is to develop the value of good behaviour so that it becomes mature, intelligent, emotional, intelligent and spiritual. One of the indicators of intelligence is good learning outcomes for the fields of emotion, cognition and movement. Many factors influence the success of education in schools, such as the school environment, principals, teachers and students. It will be alright if it starts with the smallest department, that is the management of the class. The first important point to fulfil the needed in the classroom is the teacher.

Professional teacher, one of the founders, is a teacher who is able to manage the class well. In class, all lessons about meeting and processing. The teacher with all his abilities, students with all backgrounds and individual traits; curriculum with all its components; and learning materials and resources with all subjects meeting and joining together and helping in class. The results of education and decisions are largely determined by what happens in the classroom. Therefore, it is appropriate for the class to manage professionally. Managing classes is needed because day after day. Even students' behaviour and actions change from time to time. Today students can study well and calmly but have not yet finished. Yesterday healthy competition occurred in the group, on the contrary in the future it must be unfair competition. Classes are always dynamic in the form of behaviour, attitudes, mental, and emotional students. And also, can reach the goal of the teaching. To create an effective classroom teacher are needed skills that can and are able to manage classroom learning so that it can always be well maintained. The term managing is what is meant by the term class management. According to N.A Ametembun (1980: 13), classroom management (classroom management) is "classroom management, namely the leadership or management of teachers in the administration of their class". The intention of the teacher can and is able to manage the learning class is to be able to create and organize the conditions of student learning so that they want to attend learning with a sense of responsibility and are happy in achieving the specified learning goals. Good classroom management is to create a learning environment that is conducive, has appropriate learning facilities or facilities according to students' needs. Because basically the purpose of learning activities is to serve or give direction to students so that they actively learn. In this case the teacher needs to understand that students come from different backgrounds. This becomes something that the teacher needs to pay attention to in providing steps in the planned learning. Therefore, the teacher must find an effective classroom management method where the method is seriously understood - from the planning, management, evaluation to monitoring - and implementing it properly. The teacher as the organizer (organizer) of learning according to Gage and Berliner (Makmun, 2007) must create a situation, lead, stimulate, move, and direct the learning activities according to the plan.

The goal of the teaching process is to enable students to gain knowledge and gain knowledge. In order to achieve the goals of the teaching, teachers must be creative in the selection of teaching materials and methods to help students understand knowledge. In addition, the role of teachers is important in making the learning process interesting (Sibarani: 2017: 1).

Teaching English accurately and professionally will help students acquire the necessary language skills. One of the most important skills teachers need to possess in teaching and learning is the ability to manage the classroom. Djamarah and Zain (2010: 39) argue that teachers are the principal role moderators in other roles. Teachers should be able to better control the classroom and set conditions that allow students to learn to achieve the desired results. If teachers are unable to manage the classroom properly, the teaching and learning process will not work effectively. Leadership or management in the classroom can be interpreted as the ability of teachers to use the capabilities of the classroom, giving everyone the widest opportunity to do creative and focused work. Arikunto (in Djamarah 2006: 177) also believes that classroom leadership is an effort by the person responsible for teaching and learning activities or helping to achieve optimal conditions so that learning activities can be performed as expected. Management can be considered in two aspects, namely: leadership, which relates to students and material management (rooms, furniture, teaching materials). In this connection, the teacher acts as a learning manager who is expected to be able to effectively manage to learn to achieve the planned learning goals, especially in a large classroom.

B. Research Methodology

The data collected in this classroom situation was in the form of observations, interviews, and questionnaires. There are three techniques of collecting the data in this research. The procedures of data collection are as follows:

1 Respondents

The respondents or the participants of this research are two English teachers in SMK Muhammadiyah 1 Bantul.

2 Instrument

2.1 Observation

According to Burke (2001: 147), an observation is defined as the unobtrusive watching of behavioural patterns of people in certain situation to obtain information about the phenomenon of interest.

2.2 Interview

According to Burke (2001:146), an interview is a data collection method in which interviewer asks interviewer questions.

2.3 Questionnaires

According to Burke (2001: 127), a questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. Researchers use questionnaires so that they can obtain information about

the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioural intention of research participants.

3 Research Instrument

The main instrument of this research was the researcher herself and researchers' friends. Meleong (2000:121) states that in qualitative research, the researcher plays the role as the designer, the data collector, the analyst, the data interpreter, and eventually, the reporter of the research finding.

4 Data Analysis

James (2001:461) states that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying pattern (relationships) among the categories. Most categories and patterns emerge from the data, rather than being imposed on the data prior to data collection.

C. Findings and Discussion

Based on the interview and observation, the researcher concluded that there were three difficulties faced by the English teacher and ten 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, using humour, interacting, managing the time, giving prohibition, telling the story and singing, and giving a penalty.

Table 1 Observation Result

No	Category of Classroom Management	Kinds of Classroom Management	Observation Time		
			1st	2st	3st
1.	Management Classroom (Intervention)	a. Instruction	3	3	2
		b. Grouping the students	1	-	1
		c. Interaction			
		d. Problem-solving	5 3	4 2	4 2
2.	Management Classroom (Preventive)	Seat arrangement	1	-	1

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

There are three difficulties that were found by the researcher. The first difficulties in grouping the students and the second is using English in the learning process. And the last is making the students active in the learning process. The detailed description can be seen as follows: a. Grouping the students

in big classes, the teacher found the difficulties when implementing curriculum 13 in teaching English in big classes. The teacher found that it is difficult to divide the students into groups because the number of students is too large. Besides that, all the students are boys who are relatively more difficult to manage. It matches with the interview result. As stated by the teacher as follows:

Teacher 1

"Saya menemukan kesulitan ketika mengelompokkan siswa. Padahal pada kurikulum 13, siswa dituntut aktif ketika pembelajaran." (I found difficulties when grouping the students, and students should be active in the learning teaching process).

Teacher 2

"Terkadang saya menemukan kesulitan dalam pengelompokan siswa. Pada kurikulum 13, siswa dituntut untuk berdiskusi dan mencipta, sehingga grouping sangat penting" (but sometimes I found the difficulties such as in grouping the students. In Curriculum 13 the students should be more active and work together in learning process.)

Based on the English teachers' statement, the teacher found the difficulties in implementing curriculum 13 of teaching English in big classes. As stated above that in implementing curriculum 13, students should be active because they usually discuss the material with their friends. However, the teacher felt difficult to manage them since there are too many students there. Besides that, the students also unwilling to move to make a group because they usually tend to work with their close friends only.

2. Using English in Teaching English in big classes

The teacher felt difficult when he taught in large classes by using English. The teacher still used the Indonesian language when he taught English in big classes because most of the students are still confused and did not understand with teacher's explanation when the teacher used English in delivering the material. It is suitable for the interview result. The teacher stated as follows:

Teacher 1

"Ketika saya menjelaskan materi saya harus menggunakan dua bahasa. Pertamanya menggunakan bahasa Inggris kemudian saya mengartika dengan bahasa Indonesia. Karena kurang nya kosata kata dan pemahaman mereka".(I used English as mainly language and ttranslate to Bahasa as second language when teaching and learning process. I used two languges because my students lack vocabulary and sometimes not understanding the meaning).

Teacher 2

"Saya merasa kesulitan penggunaan Bahasa Inggris dalam pembelajaran, karena kurangnya pemahaman siswa dalam berbahaa dan rendah. (I felt difficult when I taught using English. Absolutely this is an English class but in reality, the students confused and did not understand when I speak English, because it is not their daily language and they have low vocabulary mastery)

On the statement above, the teacher felt difficult when delivering the material by using English. Because most of the students have a lack of vocabulary

and did not accustom to use English in their daily life. So, the teacher mixed English as main language and Indonesian language as a second language. From the table result above the teacher always repeated his instruction for many times because the instruction is in English and then the teacher translated it into the Indonesian language to make the students understand with the teacher's instruction and did the task as what the teacher expected.

3. Making students active in the learning process

The teacher felt difficult when he taught the students in big classes, especially in making them active in the learning process. Most of the students were still not confident with themselves and felt afraid if they made a mistake. The teachers stated as follows:

Teacher 1

"Saya mencoba membiasakan mereka dengan menjawab dan bertanya menggunakan Bahasa Inggris. Karena untuk melatih siswa untuk aktif dan percaya diri berbahasa." (I felt difficult to make the students accustomed in using English and make them more active in learning process)

Teacher 2

"Saya selalu menggunakan bahasa Inggris dan jarang mengartikan apabila anak ada yang tidak paham artinya, saya menyuruh untuk mencari arti di kamus" (I use English in teaching learning process, when the students do not understand the meaning, I ask them to find this meaning in dictionary).

Based on the teachers' statement above, the teacher faced difficulty in making the students active in the learning process. It is because most of the students still lack of vocabulary and they were still unconfident so that they were worried and shy if they made a mistake. Because of that, the students were not active in learning process.

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

3.1.1 Arranging Students' seat position

At the beginning of learning process, the teacher always arranged the students' seat position. The teacher stated as follows:

Teacher 1

"Saya mengatur siswa dengan mengelompokkan siswa yang ramai berada didepan". (I arrange the students' seat position with the students' who make noisy to sit in front of chair).

Teacher 2

"Saya terkadang mengelompokkan siswa ketika pembelajaran. Ketika anak jenuh duduk di kursi, saya mengajak mereka untuk duduk melingkar dan saya ditengah untuk memberikan materi" (Sometimes, I arrange the students; seat position. When they felt bored, I ask them to sit on floor round, the teacher is a center)

From the findings above it showed that the teacher arranged the students' seat position in every meeting such as changing the student's position from the backside moved to the front, the front to the backside, the left to the right, and the right to the left. Sometimes, the teacher changed the student's peer,

or the teacher ask the student to sit on the floor roundly. The move seats' position is one of to solve the students' bored.

3.1.2 grouping the students

The teacher used grouping to improve the students' vocabulary. In grouping the students, the teacher used a different way in every meeting or class. The teacher stated as follows:

Teacher 1

"Biasanya saya mengelompokan siswa saya sudah membaginya berdasarkan student's ability, kadang-kadang saya menyiapkan lintingan kertas yang berisi topic, angka, words, dsb. Dan siswa memilih kertas yang saya sudah siapkan. Cara lain yang saya gunakan untuk mengelompokan siswa bisa dengan berhitung, dan mengacak urutan absen siswa". (I usually divide the students based on their ability. Sometimes, I prepared lottery which contains the topic, numbers, part of speech, and etc. Then the students chose the lottery that I prepared before. The other way that I used for grouping the students is by counting and mixing the students' list).

Teacher 2

Untuk pengelompokkan siswa, saya mengacak absen siswa, dan berhitung. (I used mixing students' list and counting).

Here, the teacher grouped the students in order to improve student's vocabulary. To handle a big class, the teacher used some ways in grouping the students. For example, in the first meeting, the teacher used the name of part of speech, and the second meeting, the teacher used the words that included in the material for grouping the students. There are some ways to group these students likes mixing the students' list, counting, and loitering. So, the students did not protest to the teacher.

3.1.3 Using the media

In the Industrial revolution 4.0, the teacher should be creative to teach the students. Media is one of facilitator to teach the students. In using media, the teacher used PowerPoint or web-based learning. Below is what the teacher said:

Teacher 1

"Media adalah salah satu faktor untuk menarik perhatian siswa ke materi pembelajaran. Untuk itu saya menggunakan powerpoin atau web-based learning untuk menarik siswa". (beside that the use of media like interesting Power Point and web-based learning could make the students interested and focused on their study).

Teacher 2

"Saya menggunakan web-based learning untuk mengajar mereka. Saya memanfaatkan handphone yang siswa bawa dan wifi yang disediakan sekolah. Sehingga anak tidak jenuh untuk belajar. (I used WBL to teach them. In order to the students interested the material and they're not bored.

The conclude of the teacher' statement that the teacher showed the interesting slide to the students based on the book that the students have. The teacher made the PowerPoint attract the students' interest. Besides that, the

teacher used WBL, because the teacher should create an interesting method for students to solve the students' feel bored.

3.1.4 Controlling the students

The way to control the students is watching and controlling them from all side or back. The teacher controls the students by using pupil contact and his gesture. The following is the teacher's statement:

"Ketika saya menyampaikan materi saya tidak hanya berdiri didepan tetapi saya juga berkeliling kelas, terkadang dibelakang tempat duduk siswa. (when I delivered the material, I did not only stay in front of the class but also, I walking around the class)

In teaching EFL the teacher not only stayed in front of the class, but the teacher also walked around of the class to control the class during the learning process. Sometimes, the teacher also stayed in the middle of class to control the students.

3.1.5 Using Humor

Using humour is one of the interesting strategies to break the ice so that the students did not feel bored and anxious when they are studying English. The teacher knows that the students always like jokes. So they made a joke as an ice breaker. This is what the teacher said:

"Ketika anak-anak pusing atau kurang mengerti dengan materi hal ini biasanya membuat anak lebih senang dan bisa berfikir. Karena saya ingin membuat anak-anak berfikir bahwa belajar Bahasa Inggris tuh tidak sulit tetapi menyenangkan. (when the students did not understand about the material, jokes usually will cheer up the students and refresh their mind so that they can concentrate to the lesson. I did it because I want to make the students think that learning English is fun)

The teacher tried to make the students will fun in learning English. It is because when the students feel happy, they would receive the material given by the teacher easily.

3.1.6 Being Interactive

The teacher always tries to communicate with the students. The teacher always asked the students to repeat the sentence after the teacher. The teacher stated as follows: *"Mengulang kalimat setelah saya atau repetition, tanya jawab dengan siswa, menunjuk siswa yang saya panggil untuk membacakan materi, dan berdialog dengan siswa". (to repeat what I said or we called repetition, question and answer with the students, chose a student that I called to read the material and have a dialogue with the students)*

Based on the teacher's statement above, the teacher explained that using K13. The students should be more active in speaking when learning process. Asking and answering questions with students made the students become more critical thinking. Another way to build students' interaction was by having a dialog between teacher and students, not only that the interaction also must happen among the students.

3.1.7 *Managing the time*

The teacher used 2 ways for managing the time. First, the teacher used first time for teacher talking time (TTT), and the second time for the students talking time (STT). In the first the teacher tried to deliver the material clearly. The teacher stated as follows:

Teacher 1

"Saya menggunakan teacher's talking time dan setelah itu anak mengerjakan work sheet". (I used TTT after that students do the work sheet).

Teacher 2

"Disini saya menerapkan 2 cara. Yang pertama TTT lebih banyak yaitu di jam pertama. Dan yang kedua STT di jam ke 2." (here I implemented two ways. First is Teacher's Talking Time and the second is Students' Talking time)

The conclude of the statement above that the teacher used two systems of the learning process. The first time for teacher talking time and the second time for students talking time. The teacher divided the time in order to make the students active and independent in the learning process.

D. 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 the learning process, and making students active in the 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 the learning process, and then he tried to interact with the students. In addition, the teacher set the time management in the learning process. On the other hand, the teacher also prohibited the students not to use a cell phone, whether it is for looking vocabulary or translating a text. 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 the learning process.

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