

Classroom Management Strategies in Foreign Language Classroom

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Abstract

This research aimed to explore the strategies applied by EFL teachers in managing classrooms. This research employed a descriptive qualitative method. The subjects of this research were five English teachers of seventh grade at SMP Negeri 3 Wundulako who were selected through purposive sampling. This research data was collected by employing field notes and an interview. The obtained data was analyzed in three major phases: data reduction, data display, and conclusion. The result of the research revealed several strategies applied in classroom management. They were classroom environment, student management, seating arrangements, and monitoring activity. To enhance the significance and applicability of these findings, future research is expected to conduct comparative studies to analyze the differences in classroom management strategies across various educational levels (e.g., elementary and high school) or different subjects. Comparing strategies employed in EFL classrooms with those in other language classrooms may yield exciting insights.

Keywords: Classroom Management, EFL Teachers, Exploring.

INTRODUCTION

Teachers play a crucial role in the process of teaching and learning. The learning process is essentially an interaction between teachers and students, making the role of teachers indispensable as they function as facilitators, directors, and assessors in the classroom. According to Richard and Bohlke in Purwanti & Vania (2021), teachers are pivotal in establishing effective teaching, positioning them as classroom instruction leaders. Annisa et al. (2021) emphasize that teachers have responsibilities beyond imparting knowledge; they must also manage classroom activities, considering students' social backgrounds, intellectual capacities, and available facilities.

To fulfill these roles effectively, teachers need to be attentive to various factors and be able to address disruptions in the classroom. Teachers are required not only to maintain a positive learning environment but also to address and rectify negative situations in the classroom.

Consequently, teachers are entrusted with understanding how to manage the class, ensuring effective learning. Ulfa et al. (2019) define classroom management as a crucial effort to create a practical and comfortable learning environment by regulating and controlling student interactions, attitudes, and movements during the teaching and learning process (Habibi et al., 2018; Malaikosa & Taopan, 2020). As cited in Sari, Yunita, and Kasmains (2021), Khon underscores that effective classroom management is instrumental in preventing a chaotic learning environment.

The definition established that effective classroom management is pivotal for successful teaching and learning. Rubio in Thi & Nguyen (2021) emphasizes the significance of classroom management skills, asserting that they are crucial for teacher success. Additionally, Paramita in Bugis, Tuharea, and Akhmad (2021) highlight that teachers needing help in classrooms may need help to create a conducive learning environment. Implementing classroom management in the teaching and learning process requires effective strategies, as Purwanti and Vania (2021) indicated. They categorize various strategies, including boosting self-confidence, addressing disruptive students, meticulous lesson preparation, handling unpredictable questions wisely, and anticipating unforeseen situations. Furthermore, Sarosdy et al., as cited in Nostalgianti (2020), outline seven techniques for classroom management: showing respect for students, clearly defining behavioral boundaries, employing behavior modification, maintaining professionalism, utilizing class techniques, understanding the teacher's role, and getting to know the students.

Although several studies have explored classroom management, there is a view study exploring classroom management in junior high schools in a small region. Junior high school teachers must use strategies to handle all the challenges of adolescents (Simarani et al., 2020). Moreover, misbehavior always appeared in the EFL classroom due to their age (Jiwandono & Rukmini, 2015). Therefore, the study explores classroom management in Junior High School classes.

METHOD

The study employed a qualitative research design and took place at SMPN 3 Wundulako, situated on Jl. Wundulako, Kab. Kolaka, Southeast Sulawesi. The focus of the investigation was five English teachers at SMPN 3 Wundulako. Data collection involved observation with field notes and interviews as the primary techniques. Instruments were utilized to gather necessary research data.

The researcher conducted observations across four meetings in one semester, closely monitoring and documenting the factual aspects of the learning process within the classroom. Additionally, interviews were conducted with the English teacher to address specific research-related inquiries. The researcher cross-verified information obtained during the observation to ensure its validity. Subsequently, data were analyzed through classification, interpretation, tabulation, description, and the formulation of conclusions.

FINDINGS AND DISCUSSION

1. Classroom Environment

The initial aspect examined by the researcher was the Classroom Environment employed by the English teacher. It was noted that aids and equipment are essential to facilitate teaching and learning, conveying instructional materials to the students. It was revealed in the following extract:

Extract 1

R: Is the equipment that supports the teaching and learning process as a medium for delivering material adequate?

T: The media that supports learning is still lacking, so I prepare my own media, such as learning books, worksheets, markers, mobile phones, and laptops. Meanwhile, my assignment is to use media, such as a mobile phone, to send videos via WhatsApp.

Analysis Extract 1

According to the provided interview script, it is evident that the tools facilitating the teaching and learning process needed to be improved. Teachers had to create their teaching materials, and the school-provided classroom equipment included lamps, whiteboards, tables, chairs, and English books. For assignments, teachers used mobile phones to send instructional videos, assessed students' work at school, and shared vocabulary videos covering names of fruits, days, and animals, directing students to memorize them.

The account is corroborated by field notes, revealing that the teacher effectively utilized the classroom setting during classroom management exercises to engage students in the learning materials. It included activities like encouraging students to play vocabulary games sent through WhatsApp and employing mobile phones to share instructional videos and assignments, which

were later collected in person at school. Simultaneously, various media tools supported the teaching and learning experience within the classroom, with the teacher relying on learning books, whiteboards, markers, worksheets, and laptops to deliver instructional content to the students.

2. Management of students

Management of students focuses on four areas: controlling students' behavior, giving Rewards, and managing activity learning.

a. Controlling Students' Behavior

Extract 2

The researcher found that the teacher managed the class by controlling the students' behavior, as seen in the following extract.

R: How do you set your student's behavior in the English learning process?

T: I manage the behavior of students whose character is different by reprimanding, advising, and reminding them to focus on learning English because every meeting has a limited time.

Analysis Extract 2

Based on the interview script above, it can be seen that the teacher regulated the students' behavior by admonishing, advising, and reminding students to focus on learning English. When students pay attention to the teacher when conveying material, the noise in the classroom can be adequately controlled. The learning process could run well without any commotion.

The description is also supported by the result of field notes showing that teachers not only educated and taught but were also able to control student behavior so that students were silent when the teacher explained the lesson in front of the class because it would harm them and other friends to accept learning in class.

b. Giving Rewards

The teacher is aware of the importance of giving rewards, as seen in the extract below:

Extract 3

R: What kind of reward do you apply in the class?

T: Some students stand out in my class; I give praise, " very good, excellent, great, good," so that the student feels happy because she/he is given praise.

Analysis Extract 3

Based on the provided interview script, it is evident that the teacher utilized positive reinforcement to acknowledge and reward students who excelled in class. The teacher expressed approval through affirmative phrases like "very good," "excellent," and "great" and accompanied this with clapping or smiling, aiming to elicit a sense of happiness among the students who provided correct answers.

The field notes further substantiate this observation, revealing that the teacher encouraged students to approach the front of the class to answer questions. The rewards in praise and applause were given, but only a limited number of students stepped forward. It implies that although students could answer collectively from their seats, they were reluctant to speak individually in front of the entire class.

c. *Active Learning*

To manage the classroom, the teacher also created active learning in the classroom, as shown in the extract below:

Extract 4

<p>: How do you encourage the students to be more active in class?</p> <p>: By asking students vocabulary questions and repeating lessons or giving feedback so that students are more active in answering or asking questions</p>
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Analysis Extract 4

Based on the provided interview script, it is evident that the teacher engages students in the classroom by posing vocabulary questions related to their previous learning. The teacher reinforces prior lessons and offers feedback to encourage active participation from students, fostering an environment where they feel motivated to ask and answer questions during the learning process.

This observation is supported by field notes, which reveal that the teacher initiated the lesson by requesting the completion of an assignment distributed via WhatsApp. Subsequently, the teacher revisited the content covered in the previous week's lesson. However, only two students could respond to the questions posed by the teacher. Specifically, the teacher inquired about the vocabulary the students had memorized by having them translate various given words.

3. *Seating Arrangement*

The teacher always arranged the students' seat positions at the beginning of the learning process. It was revealed in the following extract:

Extract 5

R: How are the seating arrangements for each meeting in the classroom?

T: I arranged the students' positions so they would feel comfortable with their positions when I delivered learning materials. I arrange seats in orderly rows and at separate tables for group assignments or discussions.

Analysis Extract 5

Based on the interview script above, the teacher made the class as comfortable as possible so that students enjoyed the learning atmosphere. The teacher used an orderly rows arrangement where students sat one by one in several rows facing the teacher and the whiteboard; the teacher could quickly move to each student's seat, students could easily see the teacher, and each student did not interfere with each other, and the teacher easily monitored the students.

The result of field notes also supports the description of four meetings, showing that the teacher arranged everything in the class in such a way that the class became a comfortable place to study, especially for student seating arrangements. During the research following the learning process, the teacher made seating arrangements in orderly rows at the first and third meetings because the teacher explained the learning material first so that the teacher could go around the class to see students who were active in following the learning process and who were not active on learning.

4. *Monitoring Activity*

This point can be seen in the extract below:

Extract 6

R: How do you monitor students in managing the class so that students pay attention to your teaching?

T: I walk around the room when I explain material or walk to see students' work and then give help, give advice, and stand in the middle of students to control the class to avoid students starting a fuss.

Analysis Extract 11

According to the interview script, the teacher moved around the classroom while delivering the lesson, observing the students' actions closely. The teacher actively engaged with each student,

examining their work and offering individual assistance to those facing challenges with the lesson. This observation is corroborated by field notes, which indicate that during the explanation of the teaching material, the teacher systematically assessed each student to ensure their comprehension of the provided examples.

The description is also supported by the result of the field note showing that when the teacher explained the teaching material, she checked the students one by one whether they understood the examples given.

CONCLUSION

The research findings indicate that various strategies are employed in classroom management, including organizing the classroom environment, student management, seating arrangements, and activity monitoring. To enhance the significance and applicability of these findings, future research is expected to conduct comparative studies to analyze the differences in classroom management strategies across various educational levels (e.g., elementary and high school) or different subjects. Comparing strategies employed in EFL classrooms with those in other language classrooms may yield exciting insights.

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