
THE IMPLEMENTATIONS OF CLASSROOM MANAGEMENT BY NON-NATIVE ENGLISH SPEAKER TEACHER

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi manajemen kelas di kelas bahasa Inggris dari *non-native english speaker teachers* di SMK Bina Bangsa Meliau. Subjek dalam penelitian ini ada dua guru bahasa Inggris disekolah tersebut, yang mana kedua guru mengajarkan bahasa Inggris menggunakan metode yang berbeda. Peneliti menggunakan interview dan juga observasi dalam penelitian ini, interview yang dilakukan melibatkan kedua guru bahasa di tempat penelitian, dan observasi dilakukan dengan melibatkan guru dan siswa dikelas ketika pembelajaran berlangsung. Penelitian ini menggunakan teknik analisis data kualitatif dari Ary, et al. (2010: 481). Dari hasil wawancara dan observasi terlihat bahwa metode pemecahan masalah yang digunakan guru memiliki kelebihan dan kekurangan berdasarkan keadaan dan situasi lingkungan serta penggunaan. Hasil observasi membuktikan pernyataan guru dalam interview sebelumnya.

Kata kunci: Kelas, manajemen, guru bahasa Inggris

Abstract

This study aims to execute the implementation of classroom management in English from non-native English speaking teachers at SMK Bina Bangsa Meliau. The subjects in this study were two English teachers at the school, where the two teachers taught English using different methods. Researchers used interviews and also observations in this study, interviews were conducted by the two research language teachers, and observations were made by involving the teacher and students in the class when the learning took place. This study uses qualitative data analysis techniques from Ary, et al. (2010: 481). From the results of interviews and observations, it can be seen that the problem-solving method used by the teacher has advantages and disadvantages based on circumstances and environmental situations and usage. The results of the observations prove the teacher's statement in the previous interview.

Keywords: classroom, management, English teacher

INTRODUCTION

Classroom management has become global issue in educational world, especially in EFL language teaching context. This issue has been a real part school and classroom (Sieberer, 2015). Classroom management aims to control students' behavior (Barlett, 1994) and event and lesson (Horne, 1980). With this in mind, cognitive learning can take place (Horne). Ideally, the language teacher organizes and provides the students, space, time, and materials to meet more opportunities to learn in the classroom (Sieberer, 2015).

Classroom management is classified into several physical elements such as the sight, sound and comfort; the seating arrangements; the use of the board and the equipment's needed in the class (Brown, 2001). Those elements are related to the teacher such as his/her voice and body language. As results, teachers are expected to provide adequate classroom management strategies that will help them control the

class and make their students engage in effective classroom learning since one of the factors that can maintain an effective learning atmosphere is classroom management (Horne, 1980). For this reason, it is important to consider the need for classroom management and its impact, followed by examining the strengths and weaknesses of the learning process.

Addressing the diverse needs of learners is another critical aspect of classroom management. Differentiated instruction, individualized attention, and the integration of technology enable teachers to cater to the unique strengths and challenges of each student, allowing everyone to progress at their own pace. Moreover, effective classroom management extends beyond academic achievements. It embraces the social and emotional well-being of students, fostering empathy, resilience, and conflict resolution skills. By nurturing a supportive learning environment, educators empower students to become responsible and compassionate individuals, preparing them for success both inside and outside the classroom. As we delve into the world of classroom management, we will explore evidence-based practices, innovative teaching techniques, and practical tips to create an inclusive and dynamic learning space. Whether you are a seasoned educator refining your approach or a new teacher seeking guidance, together to unlock the secrets of unlocking the full potential of every student. Remember, a well-managed classroom is not only a place of learning but also a space where students cultivate a lifelong love for knowledge and embrace the joy of discovery.

METHODOLOGY

Research design is an important thing in research. It is use by the researcher based on the objective of research, the characteristic of research and some possible alternatives that are used. So, characteristic of the research was based on the characteristic of history research, development research, and so on.

Design was used in research to refer the researcher plan of how to proceed. Qualitative research avoids a study with hypotheses to test or specific question to answer, believed that finding the questions should be the one of the products of data collection rather than assumed a prior. In this research the researcher uses collective case study or case study with qualitative approach. According to Hartley (1994: 208), case study method is increasingly being use and with a growing confidence in the case study as rigorous research strategy in its own right. Here, case study is research that is

used rigorous descriptive explanation about a case. So, the descriptive approach will be implemented because the data analysis is present descriptively.

The main purpose of this research is to describe what exists with respect to variable or condition in a situation. In this case, the researcher should describe the object as detail as possible, it can be people, and certain condition, or might phenomena. It means that the researcher must describe the object and find something that still hidden in research. The researcher should describe as detail as possible about classroom management that employed by the effective teachers in English classes.

The subject of this research is the eleventh grade of Vocational High School English teachers. The subject has been chosen purposively based on the characteristics or criteria of non-native English speaker teacher. The technique that used in this research was observation and direct communication technique. Creswell (2012) stated that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Observation method is divided into two types based on the researcher's role. Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher acted as a non-participant observer. According to Creswell (2012), non-participant observer is watching and recording the situation under study without any involvements with the participants or current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities. Love (2012) stated that direct communication technique is data collected from an original source.

The data that have been collected in this research was the management classroom data. The data collected by the observing and interviewing the subject. The researcher observed with directly joined to the class where the teachers teaches and made an observation note, such as teacher's and student's interaction and teacher's vbehavior during teaching and learning process.

Interview is one of the most widely use and basic methods for obtaining qualitative data. Interview is a dialog do by interviewer to get information from the interviewee. The interviewees in this research were English teachers. For collecting the data, the researcher used the characteristics of good classroom management as the guide for interviewing the subject. The data was collected about a week in the school.

In data analysis, the researcher analyzed all the obtain data. The technique of data analysis is qualitative data relies on the description in result of the research about how the teacher employ their classroom in English learning process to create effective classroom management. In order to analyze the data, the researcher used an analysis of qualitative data by Ary, et al. (2010: 481) which took three steps as organizing and familiarizing, coding and reducing, interpreting and representing.

a. Organizing and familiarizing

The first stage in analyzing qualitative data involves familiarization and organization in order the data can be easily retrieved. In this part, after the researcher got the data from interview and observation, the researcher transformed the data into the transcript of the interview data and made a table in Ms. Word of the observation data.

b. Coding and reducing

In this process the researcher read and reread all the data and sorted them by coding the data based on the aspect and category that were used in interview and observation. The researcher did the reducing process by selected the main file and data, focused on important points, found the pattern and separated the unnecessary data. Data had been sharpened, sorts, focused, discarded, and become organized.

c. Interpreting and representing

Interpretation is about bringing out meaning, telling the story, providing an explanation, and developing plausible explanations. In this step the researcher brought up the theoretical review and making a connection with the present data from the data that have been gotten from the interview and observation. In the end the researcher concluded and made a conclusion from the data finding in this research.

FINDING AND DISCUSSION

Data from current participant that involved 2 teachers in setting place have been collected, all the participant involved in the instrument that consisted of interview and observation. Connected to the language used, the first teacher used mix language, while the second teacher used full English. The researcher showed and described the result of the data analysis below.

Interview

The interview provides the information of the implementation of classroom management in online English classes of non-native English speaker teachers. The interview was conducted in the middle of the pandemic, the school made the offline learning once in a week each class. There are four themes that researcher used in the interview, that are theme 1 (educational innovation), theme 2 (class problem), theme 3 (enjoyable and comfortable class), and theme 4 (teacher knowledge about non-native English speaker teacher).

A theme has several categories, where each category contains the same information from one or more questions. The category described the information that researcher used to answer the research question. Additionally, the first teacher explained by mixing languages while the second teacher explained in English in the interview.

a. Theme 1 (educational innovation)

In category 1 theme 1 the first teacher and second teacher have different answer related to the question

T1 : Actually I never use that kind of tools because our school is still have limitation equipment, so maybe next time we try to use it

T2 : For the most of the time I rarely use media, but sometimes I used picture, I use audio and sometimes I used video, but mostly I use audio make students understand how to pronounce the kind of things, how to pronounce the words, because my pronunciation is not good enough. So, I use fluent native speaker pronunciation

It is showed that both teachers have different style in teaching, the first teacher did not use any kind of media for teaching except books while the second teacher used media to teach. In category 2 the first teacher and the second teacher answer are contradictive

T1 : Yes, of course. We should learn from the mistake, because everybody makes a mistake so for the next time, we must become better than before

T2 : New method? I rarely make innovation; I use other method that people already use it.

The first teacher did the innovation in teaching learning process to make the better quality in learning though the second teacher used the method that already exist and adjusted it with the condition or situation in the school. In the category 3, the first teacher did not answer the question because in the first question it is said

that the teacher did not use any kind of media except book, while the second teacher explained about how media or technique in teaching could impact student achievement in teaching learning process.

In category 4 the first teacher and the second teacher have the same answer about the use of e-learning in school during the COVID-19 pandemic.

Yes, we do use google classroom, but because of the difficulty of internet issue, and student live in separate places not only in the central of meliau, they live on rural area, so there are some place students that have difficulties on internet connection, they need to go to the hill to get some connection.

Due to limited internet connections in some areas where the students live, some students have difficulty in following online learning such as learning via zoom, so schools and teachers only use google classroom to provide the materials and assignments in online learning.

b. Theme 2 (class problem)

In category 1 the answer of first teacher and second teacher are related and complementary to the problems that occur in class during offline learning and online learning

T1 : Most of the time, student didn't understand what I mean when I speak English, they really speak little English. English is about we should speak, because that is the language. The more we speak the more we understand English.

T2 : If it is about e-learning the problem is about internet connectivity and student motivation. Because it's hard to make student motivate to teach English in classroom and if it's too much harder to make students motivated on teaching e-learning, because we not face each other. We ask their parents to motivate the students, most of the time students rarely motivate to attend the class.

The problem faced by the teachers are the difficulty of students in understanding English because of the lack of student's English language skills and the lack of students motivation to learn English in online learning, and the teacher had difficulty in provided motivation for students to learn. In category 2 explains how teachers solve problems that occur in class, the first teacher and the second teacher have their respective ways of dealing with problems that occur.

T1 : It could be hard, but I try to teach the student from the basic, so if they know the basic I can guide them to speak from the beginning, how to speak well

T2 : Yes, for the motivation on the classroom I could. Sometimes I used games on my class, I think some fun games can motivate them, with stick and carrot, give them rewards, give them punishment, it's not big punishment or big reward, but the fun activities in classroom can make them to enjoy the class more.

The first teacher overcomes the problems that occur by teaching them the basics of English, so that students not only understand what the teacher explains about but also know and understand how to speak properly. The second teacher overcomes the problem by inviting students to played games in class, giving them light punishment and giving them small reward for their efforts and hard work, so that students are motivated again and make students enjoyed to learn more. In category 3 showed the effectiveness of teacher's technique in solve the problems.

T1 : So far, because of the offline learning stopped because of the COVID it's become the new problem, I can't continue the learning that I give to them its stop because of the COVID

T2 : My method sometimes it's quite effective and sometimes it's rarely effective. According to how I apply it to the class, and maybe it's also according to students too, because some students don't want to play a game in their classroom cause some students is kind of serious students and some students like to play a lot sometimes I hard to managing them to not to play games but serious in class, because you know students, they are passive to learn.

It can be seen that the techniques used by the first teacher and the second teacher still have limitations and shortcomings. The first teacher could not use his technique during the current COVID-19 pandemic. The technique used by the second teacher are sometimes successful and effective but sometimes unsuccessful and ineffective because there are some students who do not really like playing games and serious about learning, and there are also students who are too eager to play, so that when the learning begins these students not really want to follow the lesson that given by the teacher.

c. Theme 3 (enjoyable and comfortable class)

In the category 1 the first teacher and the second teacher answer are opposite related to the used of ice breaking in the class.

T1 : Kalau saya selama ini belum pernah pakai ice breaking

T2 : For ice breaking, I know ice breaking but I rarely use ice breaking, I use ice breaking in opening sometimes but I rarely use it.

The first teacher does not used ice breaking in learning while the second teacher sometimes used ice breaking and sometimes does not. In category 2 the teachers gave their opinion about how enjoyable and comfortable works and impact students achievement in learning.

T2 : Iya pasti, karena kalau siswa lebih enjoy didalam kelas mereka akan lebih mudah untuk paham. Pertama itu keseriusan siswa dalam belajar, dalam mencermati apa yang guru jelaskan. Kemudian kemauan mereka sendiri untuk meningkatkan kemampuan mereka dalam belajar bahasa inggris

T2 : They do impact, but they don't impact directly. Because they maybe enjoy on the class but they don't understand about the lesson but I think enjoyable and comfortable class can impact they understanding indirectly.

It showed that the first and the second teachers agree that a comfortable and enjoyable class can affect student achievement, which affected them indirectly. The first teacher said the most important thing was student's seriousness in learning, and their willingness to improve their skills and quality in speaking good English. The second teacher stated that a fun class could help students to understand the learning better, and a comfortable class played role indirectly.

d. Theme 4 (teacher knowledge about non-native English speaker teacher)

In category 1 the researcher asked about teacher's understanding about non-native English speaker and each teacher described about it.

T1 : Kita sebagai orang Indonesia yang kebanyakan tidak berbicara bahasa Inggris, bahasa inggris yang diperlukan mungkin dalam dunia kerja saja atau guru terutama. Rasanya untuk berbahasa inggris itu lumayan sulit, karena kita jarang komunikasi dengan native nya, sehingga guru juga otodidak belajarnya

T2 : If we talking about non-native English speaker, since Indonesia is not country that use English often, it's hard to understand language and it's hard to understand

English. The difficulties of teaching on non-native language is higher than native speaker. Most of the time non-native speaker teacher focus on the theory than the practice, maybe just it.

The first teacher and the second teacher have the same opinion about non-native English speaker. The first teacher explains the difficulty of being non-native since the teacher rarely talk to the native so the teacher learns as self-taught. The second teacher said that it was difficult to understand English because the environment does not support to using English, and the non-native English speaker teacher prioritizes theory rather than practice. In category 2 the researcher asked the teachers about first and second teacher's experiences talked or discussion with native English speaker.

T1 : Belum pernah

T2 : I do talk to English native speaker, but it's not when I on my study teaching English. The last time I talk to English native speaker was on my secondary high school, when I on eight grade I think since native speaker come to my school to learn here, the closest English teacher in my place was on my school, so they come to my school especially in my class. My teacher asks the English native speaker how to speak to them.

The first teacher had never interacted with foreigners while the second teacher had experienced talk with foreigners when he was in junior high school. In category 3 the first teacher and second teacher gave the opinion on discrimination against non-native English speaker teachers by native English speakers.

T1 : Ada kelebihan dan ada kekurangannya. Kalau kita sebagai non-native kan kita tau gimana rasanya menjadi non-native tapi kalau native nya sendiri dia tidak tau kondisi siswa itu paham atau tidak yang di omongkan, kalau kita non-native kan kita paham mengapa siswa itu sulit, karena kita juga merasakan dan mengerti posisi siswa

T2 : If I think about how I fell about being a non-native English speaker teacher, since I rarely meet a native, I didn't fell the discriminate. My purpose now is to make my student understand English more than before. At least they understand a bit of English, they can learn about English in another media for example internet or games or something like that. So, about the discrimination issue I don't think about it too much.

The teachers answered showed the reactions that teachers get are not bad, the first teacher and second teachers does not feel any discrimination due to the lack of interaction with the foreigners.

Observation

The observation has been made when the research took place during a pandemic, so that the data obtained are not in accordance with the plan made by the researcher at the beginning of the research preparation. Data that should have been collected in three meetings can only be done twice. Observation made involve teachers and students in the classroom in offline learning which is carried out 2 times a week.

Data from observations are used to confirm the results of interview data that have been conducted before, synchronizing the answers from the teacher with the conditions directly in class. This is to help researchers support the trustworthiness to be able to answer the research question that have been formulated. The observations were made by involving the two teachers in different classes. There are 8 aspect that were used in the observation checklist that are: checking attendance, collecting the student's work, distributing of materials and equipment, gathering the information from students, recording of data, maintaining the files, presenting the learning material, giving the task or homework.

In the first aspect, the first teacher and the second teacher did check the student's attendance before gave the material. in second aspect, the first meeting the first teacher did collected the student's work and at the end the teacher did not given homework for students, so in the second meeting the teacher did not collect any student's work. While the second teachers did the opposite, at the first meeting the teachers did not asked students to collect homework but at the end of the lesson the teacher gave homework to students so that at the second meeting the teacher asked the students to collect the assignments that had been given. In the third aspect the first teachers and the second teachers did distribute the materials fairly for the students.

In the fourth aspect, the first teacher and the second teacher both conducted gathering the information from students by having light conversations with students about lessons at previous meetings. The fifth aspect were recording the data, the teachers did it before gave the materials in the class. In the sixth aspect the teachers

maintaining the data by keeping the previously collected student's homework neatly. In the seventh aspect the teachers do very well by gave and delivered material to the students. In the last aspect giving the task or homework to the students, as the researcher explained in the second aspect beforehand, the first teacher and the second teacher gave students homework after the lesson ended and would be collected at the next meeting.

Discussion

Classroom management refers to a collection of strategies used by teachers to promote productive learning by reducing disturbances and disruptions. Classroom management is also an overlooked aspect of a teacher's education. Even if classroom management is addressed in teacher preparation, new teachers cannot be prepared to deal with all of the classroom's real-life challenges. A teacher's lesson plans and supplies can be excellent. Successful learning, on the other hand, will not occur if a teacher is unable to handle her or his class.

In this research the implementation of classroom management by non-native English speaker teacher in SMK Bina Bangsa Meliau has been found. From the finding of the research, it is found that the way the teachers ran and organized the class in the learning process takes place. The result of the research are contradictive with the previous study.

The teachers have described the way they run or organized the class when the learning process takes place in 4 themes questions in several categories. In the first theme the teachers have been described the way teachers did the innovation in learning process and teaching media or technique. It is explained that the first teacher did not used any kind of media or any kind of technique for teaching and learning but the first teacher did made the innovation in teaching learning process, while it is explained that the second teacher did use the media such as video, audio, and pictures for teaching but the second teacher did not made any innovation but used the technique that already exist and adjust to the need.

In the theme 2 teachers explained about the problem that teachers face in the class. The first teacher said the problem that most often occur in the class was the lack of student's understanding in English and the solution was taught the students from the basic so that the students could speak English well, the technique that used by the teacher was quite effective in the normal situation but in this COVID-19

pandemic it is hard to used. The second teacher stated that the problem that often occur in the class was student's low motivation, and the solution was played a game and give them a light punishment and a simple reward, but sometimes it not really effective because some students not really like to play and some students too excited to play.

In the theme 3 the teacher explicated about how teachers made the class enjoyable and comfortable for teaching learning process. The first teacher used small conversation to talk about anything outside the school to make the learning enjoy and fun, teacher thought that comfortable class could make student's achievement increase. While the second teacher used ice breaking in the class to make students happy and enjoy to learned, so that the learning process could be run well and teacher thought that enjoyable class could impact student's achievement. In the theme 4 the teachers explicated their perspective about non-native English speaker teachers.

At the last finding is the results of observations it is showed that two teachers were did the same as what was described in the interviews conducted before the observations were made. The teachers' answers were in sync with the interview data from each aspect and the question items posed by the researcher to the teacher. There are some differences in this research finding with the previous study, the first previous study found that the teacher in that school have almost perfect at managing the classroom management. The second previous study is more about the step of the teacher's made the lesson plan. While this study found out the way the teacher's made students comfort and enjoy the class, how teacher's handle and solve the problem in the class.

CONCLUSION

This data of the study had been collected within two meetings in setting place, have the resulted that the teachers in SMK Bina Bangsa Meliau have different teaching methods even though they have the same goal in delivering each material to students. From the results of the interview and observation, it could be seen that the problem-solving method used by the teachers has advantages and disadvantages based on circumstances and situations of the environment as well as the use. It can be said that problems in class cannot be avoided and the possibility of a teachers

having difficulty overcoming them can be said to be something that commonplace happens. The observation result proved the statement by the teachers. Teachers could make the class environment enjoyable and comfortable to learn, it is proved in the observation doing.

Compared to the previous study, the results obtained from this research were more towards how the teachers in the setting place provided comfort in the learning that was carried out, and how the teachers dealt with problems in students understanding of the learning material provided.

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