Classroom Management Technique Imposed by Lecturers at English Education Study Program

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Abstract

Applying good and appropriate techniques in teaching and learning process are to achieve educative conditions, full of values and have learning goals. This research aimed to find out the classroom management technique imposed by lecturers at Cokroaminoto Palopo University, English Education Study Program. This research used descriptive qualitative method, with followed by two lecturers as subjects. In collecting the data, instruments are observation checklist, interview and documentation. Based on the result of this research, the researcher found that the lecturers at English Education Study Program applied varying classroom management techniques. It devided into technique at the classroom, teacher technique, the learners technique and the lessons in managing the classroom when teaching and learning process. 

Keywords: lecturers, classroom management techniques

1. Background

Education is a process of someone to develop knowledge, abilities and self potential. Education exists and wherever we are, all the things we can do are unnecessary education for others. Education can also be referred to as a process. In this sense, education is referred to the act of developing the intellect, critical thinking abilities, social and cultural understanding, and understanding of one's own self. Education is considered as an active and a dynamic process which takes place continuously during one's life by way of various experiences through either in a formal or in an informal manner (Gupta, 2014).

An important part of education is the teaching and learning process. The teaching and learning process is an activity that is not only limited to the provision of knowledge but also to shape the characters and abilities of students. This means that the success of the teaching and learning process depends on the teaching and learning process designed and implemented in the classroom. Every teaching and learning process always involves two active actors, namely teachers and students.

The teaching and learning process must be fun so that students' motivation in learning continues to increase. The teacher becomes a very dominant factor in the whole teaching and learning process so that the creation of a comfortable class is determined by classroom management by the teacher. Classroom management leads to the teacher's role in managing the teaching and learning process to achieve educative conditions. Good classroom management can create a living class, full of values and have learning goals.

Richards (in Khatri, 2012) concludes that classroom management refers to the ways in which students behavior movement and interaction during a lesson are organized and
controlled by the teacher to enabling teaching to make place most effectively. Classroom management is an important aspect of teaching English. From the statement above, the teacher’s task in managing the class is not only limited to creating pleasant learning but also must optimize the learning conditions during the learning process. The purpose of classroom management is that every child in the class can work effectively and efficiently in learning.

**Concept of Classroom Management**

Before explaining the classroom management, firstly need to know the classroom and management itself. The classroom and management are related to the classroom management. Because of that we must understanding about that, below is as description of classroom management:

Classroom management consists of two words, namely management and class. Koontz and Weihrich (in Khatri, 2012) view that “Management is the process of designing or maintaining environment in which individual working together in group effectively accomplishes selected aims. Management is an original word from English, namely management, which means management, governance, management. In general, management is the process of arranging something to achieve goals.

Nawawi (in Afiat, 2015) states that classroom is a little society that part of school society as one organization to be dynamic work unit to manage the learning process that creative to achieved the goal. Kyriacou (in Ifeoma, 2011) point out the classroom is the meeting point for both teachers and students where curricular activities are implemented. Simply, The class in is a group of students who at the same time receive the same lesson from the same teacher. A group of students is heterogeneous like the different from physique it is like gender, high, weight, etc.

Evertson and Weinstein (in Kuijk, 2014) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. So the teacher’s role is to organize learning. Beside that, Brophy (2006) presents a similar definition: “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)”. Classroom management activities aim to create and maintain an atmosphere rather than class conditions, while teaching activities are the process of organizing, organizing the environment around students.

Classroom management is the term will use to highlight all those positive behaviors and actions lecturers make facilitate make to facilitate the learning process of their students. Korpershoek (in Sari & Hadjiah, 2017) argues that classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. Beside that, Berliner (in Afiat, 2015) states that classroom management is a cardinal feature of the total education process. Classroom management in the process of lecturers to ensuring the classroom lesson run fell comfortable despite the students’ behaviors the students. To achieve this purpose, teachers may plan rationally for their lessons in the classroom, prepare teaching and learning materials, decorate classroom and establish daily routine.

Based on some statements above, researcher concludes that classroom management refers variety of skill techniques that teachers used to orderly, focused, and comfortable productive during a class. In the management of teacher classes has an important role because the teacher must design a teaching and learning process that can make students able to use and develop their talents or potential. Scrivener (2012) states there are seven classroom management technique that associated with teaching in classes, they are; the classroom, the teacher, the learners, key intervention, facilitated interaction, establishing and maintaining appropriate behavior and the lesson. There is classroom management
techniques commonly used by teachers when teaching English. Some problems in managing classroom also appeared in the English Language Education Study Program at Cokroaminoto Palopo University. Therefore, the key research question of this research is “how classroom management techniques were applied by lecturers at Cokroaminoto Palopo University?”

2. Method

In this research, the researcher applied qualitative method. Creswell (in William, 2007) state that the qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences. It aimed at describing classroom management techniques applied by lecturers’ at English Education Study Program, Cokroaminoto Palopo University.

3. Results & Discussion

Related to the problem statement at the previous chapter, this research comes to explore the findings. Where, this research finally found that there are four techniques applied by lecturers in teaching. All techniques is rever to Srivener (2012) theories which is covers 4 techniques, they are classroom technique, teacher technique, the learners and the lesson.

Data from observation showed that when lecturers teach in class, the applied some types of techniques, deviding group, role play, interviewing, asking and giving question, using picture, working together, in addition, on 3 meetings during the teaching and learning process the lecturer did things as mentioned in the theory such as student seating arrangements, getting to know the names of students and others. But there are some techniques that are rarely used, such as the use of textbooks according to the lecturer, the use of textbooks has begun to be shifted with the existence of the Internet which provides various journals and research articles.

The Classroom technique

Classroom can be defined as a place where more than two people gather for the purpose of learning, with one having the role of teacher. When the researcher observes in the classroom, the researcher looks that the lecturer always arranges the seat to remain effective. Forming a class with different layouts such as U shape and set the distance between groups so as not to interfere with each other. If there is one group member who is not serious in the lesson, the lecturer goes to the group and doing the clarification.

The explanation above is supported by interviews with the lecturer. Where the results of interview that supports the explanation of the observation above is:

“Yah pasti kita atur kalau misalnya kerja kelompok karna kelas saya memang berkelompok selalu kerja apa namanya secara bersama-sama.”

“Well, surely we will arrange if for example group work because my class is indeed a group, always working together”

“Ya kalo misalnya cara mengontrolnya yaitu kita melihat keadaan kelas.”

“Yes, for example, how to control it we see the class.”

From the interview above, shows that in classroom, lecturers applied grouping, working together in teaching process.

The teacher

In this aspect, a good lecturer must be able to teach according to his own character in the classroom. Lecturers should be able to adjust the volume and tone of voice when teaching in the classroom so that learning is effective. When teaching, lecturers must adjust their expressions, use of language so that students still understand what is conveyed by the lecturer. Lecturers must be able to improve methods or how to arrange classes for better future learnings.
The explanation above is supported by interviews with the lecturer. Where the results the interview that support the explanation of the observation above is:

“Yah sama yah karna saya itu tidak ada acting ya di dalam kelas karna kita di dalam kelas kita harus menyesuaikan materi apa yang kita bawa dan harus menyesuaikan kondisi kelasnya bagaimana.”

“Well it’s the same because I’m not acting in class because we in the class we have to adjust what material we carry and have to adjust the conditions of the class how.”

It shows that lecturers used natural technique depend on students condition.

**The learners**

When teaching, lecturers must pay attention to students. A good relationship between teachers and students greatly influences the success or failure of a learning process. If the relationship between student lecturers is good, then how to control students in the classroom will be easy because they have established a good relationship. So, learning objectives will be easy to achieve.

The explanation above is supported by interviews with the lecturer. Where the results the interview that support the explanation of the observation above is:

“Sangat penting karna kenapa bukan hanya mengenal secara nama saja bukan. tetapi hal yang paling penting kita ketahui adalah karakter setiap mahasiswa.”

“Very important because why not just know in name instead. but the most important thing we know is the character of each student.”

From above explanation, knowing and introducing each others before learning is one of techniques in teaching.

**The lessons**

Any teachers’ lesson needs to be effective in order to create a powerful climate and atmosphere in the classroom. Materials or lessons at the start and end are planned before entering the classroom such as planning the use of textbooks, setting the time and media that will be used during the teaching and learning process. If in the past the lecturer taught only using markers and blackboard but now the deliver of the material has advanced, such as computer, LCD and the other.

The explanation above is supported by interviews with the lecturer. Where the results the interview that support the explanation of the observation above is:

“Nah kan sekarang ada kecendurungan yang namanya buku paket, tidak selamanya kita mendapatkan referensi dari buku paket tetapi pada saat ini itu sudah mulai tergeser, orang sudah mulai banyak menggunakan hasil penelitian jurnal kemudian, artikel orang banyak menggunakan itu.”

“Now there is a tendency for a package called a book, not always we get references from textbooks but at this time it has begun to shift, people have started to use a lot of journal research results later, many people’s articles use that.”

Based on the results of the observation and interview data above, the researcher concludes that classroom management techniques applied by lecturers accordance with the theories popularized by Scrivener (2012), namely the classroom, the teachers, the learners, and the lessons. When the researcher conducted observations for 3 meetings during the teaching and learning process the lecturer did things as mentioned in the theory such as student seating arrangements, getting to know the names of students and others. But there are some techniques that are rarely used, such as the use of textbooks according to the lecturer, the use of textbooks has begun to be shifted with the existence of the Internet which provides various journals and research articles. The use of leaflets when doing learning
is already rare because people are using more social media (WhatsApp) as a media when they want to give assignments. Furthermore, when teaching lecturers it does not directly collect assignments given to students because English Learning Models courses do more project assignments.

4. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that class management techniques applied by lecturers in English Education Study applied some varieties, however, in manage the class, they followed what Scrivener (2012) said, they are the classroom technique, the teacher, the learners and the lessons.

5. Citation and References


