

The Classroom Management In English As A Foreign Language Classroom At State Junior High School

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Abstract

This study aims to find out the way the EFL teacher manages students' misbehavior and a big EFL classroom at junior high school. This research applied a qualitative research method. The findings of the research showed that the teacher had fulfilled the students' needs in the classroom. Those are the needs for survival, love or belonging, freedom, power, and fun. To fulfill the survival needs the teacher improved the students' concentration to follow the lesson. For the needs of love or belonging, the teacher ensured the students to feel that they were cared for and had comfort in the classroom. For freedom needs, the teacher makes the students feel independent and more confident. The teacher complimented the students in fulfilling the power needs of the students. Besides, the teacher made a joke in a learning activity and by doing so the fun need was met. However, the teacher did not have a specific strategy to fulfill the students' needs.

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Introduction

Teachers' roles in the teaching and learning process are significant because they teach and carry out classroom management activities (Brophy, 1988; Greenberg et al., 2014). In addition, teachers' roles are also vital to make the learning process enjoyable (Fowler & Saraph, 2010). Thus, students can learn in a pleasant atmosphere. In the teaching and learning process, a teacher is the primary key to creating a friendly classroom atmosphere. In teaching the lesson, a teacher has important goals that are to make useful classroom management and a positive learning environment that can attract the students and to supervise students (Frey & Wilhite, 2005; Keristiana et al., 2019).

A classroom atmosphere has a considerable influence on students' ability to focus and absorb learning optimally. By developing systematic learning engagement, students can be involved in meaningful activities that support their learning regularly (Bru et al., 2002; Emmer & Stough, 2001). Therefore, as a teacher, conducting classroom management is a necessity. Classroom management is the teacher's skill to create, maintain, and restore the classroom atmosphere when there is a disruption in the learning process. It also refers to teachers' strategies to enhance students' collaboration and involvement and reduce students' disruptive behavior, thereby maintaining an appropriate learning environment (Lindgren & Suter, 1967; Sulistyono, 2016).

Teachers cannot control their students' misbehavior by merely telling them what to do but they can play an essential role in helping students make choices because it will lead to

positive behavior changes (Harmer, 2007; Trang, 2015). The teacher has to know that not all students come from a secure and healthy environment. The five basic needs that all human beings have include love and belonging, fun, freedom, power and survival. If a person's basic needs are not met, then they will act in such a way as to meet the needs (Habibi et al., 2017; Kianipour & Hoseini, 2012).

English class in most Indonesian junior high schools comprises at least 30 students and is categorized as a large class. A large classroom contains 30 students in one classroom (Keristiana et al., 2019). Teachers find it difficult when teaching large classes as they deal with communication problems, lack control and personal attention from the students and experience ineffective group learning (Bahanshal, 2013; Emmer & Stough, 2001).

The other research about classroom management in EFL classes found that classroom management is an important aspect that must be mastered by teachers in teaching EFL (Habibi et al., 2018; Marashi & Azizi-Nasab, 2018; Syarifah & Emiliasari, 2016). Teachers have faced several problems in managing classrooms, such as large classes, and students' misbehavior. Therefore, teachers must use strategies to manage EFL classes. The phenomenon happened at the eighth grade in SMP N 7 Singaraja. The EFL teacher teaches a large class of 32 students, especially in grade eight classes B and C. Large classes are teachers' challenges that are always complicated but have to be faced by them (Keristiana et al., 2019). During the learning process, the teacher also found students' misbehavior. Misbehavior is a behavior that is regarded as incompatible for the situation in which it occurs (Bru et al., 2002). Some students in the classroom were busy with themselves and ignored the teacher's explanations.

Furthermore, based on the observation in SMP N 7 Singaraja, the researcher found that the teacher taught a large classroom in the eighth grade and students' misbehavior always appeared when the learning process was going on. During the learning process, the teacher had fulfilled the students' needs in the classroom, but it was still insufficient to fulfill the students' needs. Because of that, the students misbehaved. The students were not paying attention to the teacher but were busy with their friends talking to each other. It happened because the teacher did not have any specific strategies to fulfill the students' needs. Teachers must use strategies to keep students engaged in their learning and provide education that will meet the needs of today's society (Jiwandono & Rukmini, 2015; Yazdanmehr & Akbari, 2015).

This research was conducted to observe how an EFL teacher manages students' misbehavior and how an EFL teacher manages a large class.

Methods

This research used a case study because the researchers conducted an in-depth exploration of the phenomenon that occurred in SMP Negeri 7 Singaraja. Case study aims to study the phenomenon under investigation to understand a specific problem that happens in daily practice, which can also determine its cause and effect (Sugiyono, 2011). The phenomenon was the classroom management in EFL teacher at junior high school. This research was conducted at SMP N 7 Singaraja, located in Banjar Bengkel, Alasangka village, Buleleng regency. The subject of this research was the teacher who teaches in the eighth grade in SMP N 7 Singaraja. Based on the initial observation done previously, one teacher was selected as a participant in this research.

The objects were the way the EFL teacher manages students' misbehavior in the classroom and how the EFL teacher of the eighth grade manages a big EFL classroom. The instruments used were the researcher, observation sheet, and interview guide. The data were collected through observation and interview. This research used Miles and Huberman model

(Rijali, 2018) for data analysis technique, namely: data reduction, data display, and drawing a conclusion. The researcher used data triangulation to make the data trustworthy.

Results and Discussion

Findings

In order to answer the research questions about classroom management, the researcher used Glasser's theory to find out the way EFL teacher manages classroom management. According to Glasser theory, there are five basic human needs: survival, belonging or love, freedom, power, and fun (Aliakbari & Bozorgmanesh, 2015; Frey & Wilhite, 2015). The five basic needs identified by Glasser can help the teacher to fulfill them.

Survival

Based on the observation and interview, there were ways that the teacher did in fulfilling the survival need of students that can handle students' misbehavior and a big classroom. In managing students' misbehavior, before the teacher started the learning process, the teacher made sure whether the students had eaten or not. The teacher also asked the students to wash their faces to make them fresh and eager to follow the learning process effectively. From the interview, the participant said that:

“As a teacher, I reminded the students to have breakfast or lunch before going to the class. Because the students' misbehavior happens when they are hungry during the lesson, they will be less focused and lack of concentration to attend the lesson and do not pay attention to me in explaining the material. The second is to take a personal approach to know the reason why they are doing that.”

From the result of interviews, the teacher always gives attention to the students because the students in junior high school are teenagers who need more attention to make them have positive behavior. The attention that the teacher gives can change the students' misbehavior. Therefore, the teacher's attention helps in fulfilling the survival needs of the students and managing the classroom.

When, the teacher managed the big class, the teacher gave attention to the students' seating arrangement by asking them to move their seats. Because the teacher saw the students have difficulty in seeing the whiteboard due to the light from outside the classroom and this made them able to keep on learning during the lesson. The teacher also set the students' seats in making the group get enough room and the teacher easy to supervise them. In the interview section, the participants' answer was:

“I manage large classes by forming groups. Sometimes I arrange the seating of students in making groups so that it is easy to supervise them. Besides, I also moved students' seats because of glare.”

Based on the result of the interview, it was found that the teacher managed a big class by making groups and also by setting the students' seats. The teacher emphasized the comfort of the students in the class. Therefore, students could survive during a learning activity.

Love or belonging

When the researcher did the observation and interview, the teacher gave a chance to the students to share their knowledge or their understanding of the topic learned in managing students' misbehavior. It made the students feel needed in the class. The teacher also

approached the students and gave them motivation to feel being appreciated. The researcher interviewed the participant and the answer is described as follows.

“I will pay attention to the students, I also approach students, and understand the weaknesses of students. I also provide the students the opportunity to ask questions and guide students who don't understand as well as coach them by calling the students to the office.”

From the interview, it can be seen that the teacher did not only teach the topic of the lesson, but also guided the students and made them feel comfortable and being loved during the learning process. The relationship between the teacher and students must be built to make the interaction in the class run well.

Besides, in managing a big classroom, the researcher found out that a teacher explained the material by standing in front of the class and around the classroom because the students needed to be seen by the teacher. It made the students understand the topic better and listen clearly to teachers' explanations. When the teacher came close to the students while explaining the material, they could feel being noticed by the teacher. Therefore, the students' needs for love or belonging was met. The following is the answer of the subject.

“I stand in front of the class to explain the material. However, sometimes I walk around while looking at students closely. So, the students feel there is no distance from the teacher, and they are courageous to ask and answer questions.”

From the interview, it was found that the teacher came closely to the students while explaining the topic. It made the students feel comfortable and closer to the teacher. The students were also courageous to ask and answer the questions. Therefore, the learning process could run well.

Freedom

The result of the observation and interview of the EFL teacher on how the teacher managed students' misbehavior showed that the teacher permitted the students to choose their friends in making groups. Because of that, the students were noisy. Therefore, the teacher needed to supervise every group and help the students who had questions on the group work. While the teacher managed one group, the students in other groups cheated by copying their friends' works. The teacher reprimanded the students, and if there were a group work that had similar answers, the teacher would give low scores for both groups. The following is the result of the interview.

“My response is to tell them slowly. If it can't work, I will approach the students privately. But, just be positive if the student needs attention.”

The teacher knew that the students needed the freedom to choose what was good for them, but the teacher had to supervise them by telling them slowly and giving them attention. If the freedom needs of students were fulfilled, the students would be confident in participating during the learning process. In conclusion, freedom was needed to give the students the feeling of independence and of being trusted by their teacher. Therefore, the students were more confident to be active in learning activities.

The teacher also gave freedom to the students in managing a big classroom. The teacher asked the students to find their friends in one group. The students could be one group with friends that they wanted. It made the students feel free, and they could become

independent. The researcher interviewed the subject about the strategy the teacher used to manage a big class.

“I let them find their friends to make them comfortable in doing the ' assignment and I gave them time to make their groups. But sometimes I also divided the students based on their intelligence so that each group had a guide.”

From the interview, the researcher found out that the teacher gave freedom to the students to find their group to make them comfortable in making the assignment. Because of that, the teacher gave time to the students to make groups. The teacher also spread smart students, and the smart students could help the students who lacked learning motivation. In conclusion, giving freedom to the students is essential because it gives the students the opportunity to organize themselves but still in the teacher’s control.

Power

In managing students’ misbehavior, the teacher also gave the students the power to ask some questions related to the topic and provided a chance to share their opinion about the teacher’s statement. The teacher wanted to know the students’ abilities. However, some passive students just kept silent during the learning process. It happened because their need for power was not met. They were afraid to ask questions and make mistakes. Therefore, some students chose not to participate in the classroom activities. To solve that problem, the following is given as the result of the interview.

“If the students were passive, I came to the students, and I said I could give them scores without taking the test because I already knew which ones were active and which ones were passive. I gave them the test only to motivate passive students.”

It was found that the teacher gave motivation by giving them a score if they were active in the learning activities. In conclusion, the power of the students' needs would be met if they got what they want. Besides, some students have a lack of learning motivation. Then, the teacher gave motivation by giving jokes.

When the EFL teacher managed a big classroom, the teacher allowed the students to be active and participate in the learning process. It is what the teacher must do to fulfill the power needs of students. The researcher asked the subject about the way the teacher trains the students to be active. The following is the answer of the participant.

“I am motivating if students want to answer will be given a reward or additional value.”

The teacher gave compliments to the active students in the class. It is suitable for the students to get a reward or an additional score to make them valuable. In conclusion, to fulfill the power need the teacher has to consider making the students participate during the learning process.

Fun

When the EFL teacher managed students’ misbehavior, the teacher gave the students motivation by giving jokes. The teacher used tricks to make the learning process not too serious. It also develops the students’ enthusiasm for studying. The researcher interviewed the teachers on motivation. The following is the result of the interview.

“I motivated the students by telling jokes to students so that they are not tense. I also illustrated to the students that English is an international language: a language that is very important to learn because of the globalization and people must be able to speak English.”

Besides, the researcher found out the way the teacher build the students' motivation could make the students more relax and gave information about English. In conclusion, fun needs are to make the teaching and learning process more enjoyable. It also builds good relations between students and teachers.

In managing a big classroom, the teacher made jokes when the time of the English lesson was over. Generally, teaching English needs a lot of time because the teacher has to finish teaching one topic in one meeting. However, because the time was limited, the teacher must follow the rules. To make fun, the teacher made jokes about why the time was limited, and it made the students laugh together

Discussion

According to Glasser, there are five bases of students' needs that must be fulfilled. During the learning process, the teacher must meet these five needs of students to avoid the students' misbehavior (Bru et al., 2002; Frey & Wilhite, 2005). These are survival, love or belonging, freedom, power, and fun. According to Glasser, survival is a basic physiological need (Frey & Wilhite, 2005). The students' ability to achieve academic success, which leads to a feeling of security with teachers and peers is a survival needs of students. The teacher noticed the students during the learning process. The teacher also reminded the students about their appearance and food before the class started, for the students could focus on following the lesson. It is vital for the teacher to be more aware and gave attention to the students to make the students prepare about them before started the learning process. It makes the learning process could run well because the students were ready to continue the topic (Frey & Wilhite, 2005; Miller & Pedro, 2006).

Besides, the school has to consider awareness of the school environment and the security needs of the students. It is supported by the research who showed that classroom management was not an easy task for a teacher to do because the teacher did not have the task of managing a class only but also the students' behavior and time. Thus, the teacher was more aware of managing the class and could use strategies to manage the class (Syarifah & Emiliasari, 2016).

The needs for love and belonging is a vital need to be fulfilled in a student. It is the teachers' responsibility to ensure that students love and care (Frey & Wilhite, 2005). From the results of observation, the students always seek attention from the teacher in the class. It is because some students do not get enough attention from their parents. Therefore, students look for care at school or do misbehavior in the classroom so that they were noticed. When the students answered questions and shared their ideas, some of them would mock them and ignore them by talking with each other or make a noise in the classroom. The teacher called for the students and came closely to talk face to face. It makes the students feel being loved by the teacher. Students need to have a significant and relevant role as individual and as a group (Djigic & Stojiljkovic, 2011; Frey & Wilhite, 2005).

During the learning process, the teacher gave freedom, power, and fun to the students. It made the students have the opportunity to improve their skills, confidence, and feel independent in the classroom (Rindu & Ariyanti, 2017). Based on the results of observation, it can be seen that the teacher created a pleasant atmosphere in the classroom. The teacher gave freedom to the students to determine their groups. However, because of the freedom that the teacher gave, some students cheated their friends' works. Therefore, the teacher still

supervised the students to make the learning process conducive. Besides, the teacher also gave the students' opportunity to share their opinion or asked the question about the topic that they learned. However, most of the students were passive, and the teacher told that if there they were active, the teacher would give additional scores and make the students feel valuable if there were participating in the learning activities. The power needs consist of achievement, competence, self-respect, pride, recognition, and being important (Frey & Wilhite, 2005).

In this case, the students had a low learning motivation to learn English course. Because of that, the teacher gave a joke about English to make the students motivated in studying English and enjoy the learning process. Laughing is the best definition of fun need (Frey & Wilhite, 2005). Moreover, if the students still did misbehavior in the class, the teacher would call the students and bring them to the counseling guidance to deal with them. The other research supported that the teachers have to have a good strategy in managing their class and make the students enjoy the teaching and learning process (Keristiana et al., 2019).

A big EFL classroom is the class that consists of 30 students and more. A class is considered substantial if it has 30 or more students (Bahanshal, 2013). The researcher observed the way the teacher managed a big classroom in the eighth grade. The researcher found that the problems that the teacher faced were the students' needs. The five students' needs are survival, love or belonging, freedom, power, and fun (Frey & Wilhite, 2005). In survival, the teacher also considers the seat, lighting, and air circulation in the classroom to make the learning process run conducive (Cajkler & Addelman, 2013). Based on the results of observation, the teacher noticed the students' sitting. The teacher set the students' seats during the process of grouping the students. Sometimes, the teacher gave attention to the students to move and arrange student seats because the students were obstructed by their vision to see the whiteboard that was caused by reflected light. The teacher needed to make the students comfortable to follow the lesson.

In managing a big classroom, love or belonging must be considered by the teacher to make the learning process run smoothly. From the results of observation, the teachers' position of teaching was essential. The researcher found the teacher move around the classroom in explaining the material to make the students close to their teacher. When the teacher asked the question to the students, the teacher allowed the students to discuss with their friends. The teacher repeated the material that was not understood by the students. It made the students feel being cared by their teacher. According to Heppner, a big class is a class that must be regulated and handled with care (Bahanshal, 2013). Freedom need is also needed by the students in the classroom. To manage a big class, one of the strategies used by the teacher was grouping. The teacher gave the students enough room to make groups with their friends that they wanted. It is supported by other research who stated that in managing a big class, the teacher has to consider students' grouping, controlling students, students sitting position in implementing an effective teaching (Fowler & Saraph, 2010).

Power needs is the next basic need that the teacher must meet. It is important because power is the ability of students to make choices in learning. After all, students want to be involved in the activities they want that bring them the competence and pride (Emmer & Stough, 2001; Frey & Wilhite, 2005). From the results of observation, the teacher gave power to the students to be active during the learning process. In this case, the students had the power to participate in learning activities. Teaching English lessons in a big classroom is not easy for the teacher because the teacher has to control all the students' movement. Therefore, the teacher lack time to teach the students and the teacher also considers that their voice is loud enough in explaining the topic. To have fun, joking is one of the teacher ways if the time is up, but the material is not finished yet. The teacher makes jokes at the end of a

class to avoid the upset feeling. The combination of laughing and learning can maximize the teacher and students' relationship (Frey & Wilhite, 2005).

Conclusion

Based on the findings and discussion, the conclusion of the research is that the teacher had fulfilled the five students' basic needs to be successful in the teaching and learning process. These needs are survival, love or belonging, freedom, power, and fun. The first is survival. The teacher was aware of the students' survival need. In this case, the survival need was met to make the students concentrate on the lesson and one way to avoid the appearance of students' misbehavior. The second is love or belonging. The teacher had considered the students' feeling so that they were comfortable in the class. The third is freedom need. The teacher had considered this too. It made the students feel independent. It means that the students could make choices about themselves, and it improved the students' confidence. The fourth is power. The teachers' compliment helped the students to feel valuable. It could enhance the students' participation in learning activities. The last is fun. The teacher created a good relationship with the students by making jokes. Therefore, the teacher had fulfilled these five students' needs to make the learning process run effectively. Some suggestions could be addressed to the English teacher, and for future researchers. For English teacher, he needs to fulfill the students' needs to support the learning process and avoid the students' misbehavior in the classroom. Concerning the freedom need, the teacher should not control the students in making choices. Besides, the teacher should also interact with the students' parents to fulfill all the students' needs. Besides, the teacher should have a specific strategy to fulfill all the students' needs. Furthermore, the researcher recommends for future researcher who has similar issues. It is expected that they can design specific techniques for fulfilling the five needs of students.

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