

OPTIMIZING CLASSROOM DYNAMICS: STRATEGIES FOR EFFECTIVE ENGLISH TEACHING IN SMAN 1 WIRADESA

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ABSTRACT

Effective classroom management is crucial for optimizing learning outcomes in English language education, particularly at the eleventh-grade level in SMAN 1 Wiradesa. This study explores the strategies employed by English teachers to manage their classrooms and enhance student engagement and discipline. By conducting observations and interviews, this research identifies the predominant methods used, such as establishing clear expectations, implementing proactive behavior management techniques, and fostering a supportive learning environment. The findings underscore the importance of structured approaches in maintaining order and promoting active participation among students. Ultimately, this investigation contributes to the broader discourse on improving educational practices tailored to the specific needs of secondary school students in English language classrooms.

Key Words: Classroom management, ELT, Engagement, Strategies

INTRODUCTION

In recent years, the field of education has witnessed a growing emphasis on the importance of classroom dynamics in enhancing the teaching-learning process. Specifically, within the context of English language instruction at SMAN 1 Wiradesa, there is a recognized need to optimize classroom dynamics to better engage students and bolster their language proficiency. By examining the current landscape of English teaching practices at SMAN 1 Wiradesa and acknowledging the challenges faced by educators and students alike, this study aims to explore and propose effective strategies for improving classroom dynamics and overall English language instruction outcomes.

Teachers' primary responsibilities in the classroom are not simply to instruct students and provide optimal learning environments. Teachers must also be able to teach, facilitate, and supervise pupils in a positive environment in order to meet learning objectives. To attain this purpose, teachers must be able to educate while also managing classes. As a result, teachers face a significant task in balancing teaching and class management. Furthermore, the teacher's role is critical to the learning process's success and effectiveness. The teacher is at the forefront of implementing education. The teacher is directly confronted with the learner as the subject of learning. The capacity to manage a classroom is one of the criteria for determining learning efficacy. Classroom circumstances and a conducive learning environment are thought to help students to study learning materials in depth and transfer these conditions to their surroundings, ensuring that learning objectives are met as planned. According to Sari's (2021) journal, the classroom is an important site for knowledge transfer. Classroom circumstances and a supportive learning environment are thought to assist students to delve deeper into their learning material and transfer these conditions to their surroundings, ensuring that learning objectives are met as planned.

Based on the study's background, the researcher wishes to learn more about English instructors' classroom management in English classrooms, which makes the teaching and learning process easier and more enjoyable, and can assist teachers in improving how to educate students more successfully and relevantly. Aside from that, the researcher was interested in doing research at SMA N 1 Wiradesa with the goal of learning how English teachers manage classrooms and challenges encountered throughout the teaching process. Managing the classroom teacher's English in the learning process is an urgent matter. Effective management classes not only foster a learning atmosphere, but they also influence student motivation, involvement, and learning outcomes.

RESEARCH METHOD

The research design adopted in this study is qualitative. Qualitative research is primarily reliant on human observations and

terminology. A research method that generates descriptive data in the form of written or spoken words about the individuals and behaviours observed. Based on the aims of this study, descriptive qualitative research is used since it describes the object of study (such as individuals, institutions, etc.) using actual facts. The researcher analyzed data to characterize classroom management practices used by English teachers at SMA N 1 Wiradesa, as well as highlight challenges they face. The data collection techniques used in this research include observation, interviews, and documentation. The researcher utilized the following method to assess the data in this study. The data analysis strategy employed in this study is based on the methods proposed by Miles and Huberman(1994). Qualitative data analysis activities are interactive and continue until data saturation is reached. The strategies include data reduction, data display/presentation, and drawing conclusions or verification.

RESULT AND DISCUSSION

Classroom Management Implemented by English Teachers during the Teaching of English To answer this research question, the researcher analyzed data from observations and interviews to describe the components of classroom management implemented by English teachers while teaching English to eleven-year-old students at SMA N 1 Wiradesa. These components include physical classroom design, rules and routines, relationships, engaging and motivating instruction, and discipline.

Physical Design of Classroom

Teachers typically use two seating configurations in the classroom: ordered rows and separate tables to facilitate learning. When explaining the content and assigning pairs to work, the teacher used an organized row pattern. Allow the teacher to keep eye contact with the children by employing an organized row design. Furthermore, the teacher can easily move up and down to create greater personal contact with each pupil and see what they are doing as can be seen from the image below.



Picture 1 - The teacher used orderly rows design

Rules and Routines

The rules and routines must be established. Classroom rules and procedures assist teachers maintain order and provide good courses. They also teach students how to behave appropriately in class. Based on observations in XI 2 and XI 8 classes, the researcher discovered certain rules and routines that the teacher followed during the learning process in the classroom. In the beginning of the lesson, the teacher established learning contracts with the students. These included not littering, not eating in the classroom, not talking alone while the teacher was explaining, paying attention, not making noise, arriving on time, completing assigned tasks, and bringing a dictionary every meeting. Routines are necessary for the classroom to function smoothly. Every classroom requires a variety of routines, and it is vital that teachers determine what these will be. Based on observations in XI 2 and XI 8 classes, the researcher discovered that Mrs. Yeni, an English teacher, has various routines that she uses in the classroom to manage her students. For example, always greet students as they enter the classroom, always pray before beginning the lesson, and the instructor should verify that they are paying close attention and can answer questions; respect and listen to the teacher, and raise your hand if you have a question.

Teacher-student Relationship

Before the session, the teacher asked open-ended questions concerning the previous meeting's subject, based on observations from both classes. The activity attempts to improve the pupils' communication skills. To encourage students to talk, the teacher read a piece of the text and asked them to read a line from it and interpret it for the other students. Additionally, ask and respond to student questions about completed work (42).

Engaging and Motivating Instruction

The fourth component of classroom management is engaging and motivating instruction, which involves using instructional approaches that increase students' enthusiasm and interest in learning. Teachers must recognize that engaging and inspirational instruction and effective classroom management are inextricably linked. Effective managers create engaging training and meticulously prepare it so that each learning session runs well. First, plan your material requirements. Based on the first observation on May 15, 2024, and the second observation on May 16, 2024, teachers use textbooks and modules provided by the school to convey materials. Teachers also teach material using modules that include information regarding hortatory exposition. Each student gets a module that facilitates the teacher's delivery of material or give the project. Second, the teacher issues guidelines. After finishing the material, the teacher also asked the students questions. If there are any pupils who don't understand, the teacher will repeat it and invite them to search for anything they're struggling with and ask the teacher. Based on observations in XI 2 and XI 8, when the teacher offers instructions to the students, he or she utilizes simple greetings such as "good morning everyone" or "hello everyone". This means that when the teacher gives the students directions, it can help them relax before they begin learning. Students will not be bored if the teacher can establish an engaging and enjoyable environment.

Discipline

Classroom management concludes with discipline, which aims to prevent and address behavioral issues. According to our observations, teachers in classes XI 2 and XI 8 do not physically chastise students in order to instill discipline. Teachers employ kind words, such as "I only explain once, so listen carefully." When students do not follow the teacher's instructions, the teacher may threaten or issue a warning. Teachers call out and even approach pupils who are not paying attention to the class or who are disrupting other students. Giving instructions implies that the instructor becomes a leader for the students in the classroom. Students are in the classroom. Furthermore, the approach of providing instructions plays a significant part in classroom management.

The Problems Encountered by English Teacher in Classroom Management during the Teaching English are classroom environment; students' misbehavior and students' attitudes and language level. Observations show that students' motivation to learn varies. Some are enthusiastic about participating in the learning process and respond correctly to teacher questions, while others are less focused and pay less attention to explanations. The interview transcript as follows.

"I usually emphasize to them even though they are less interested, the point is that they can appreciate when I teach in class, then during critical hours I usually have a game, the way I teach in the morning and afternoon is a bit different so in the morning it's a bit serious, if it's twelve o'clock and above I make it relaxed so the most important thing I convey is the point so that they understand so to the point but relaxed if the afternoon." (Interview with Mrs Yeni. Thursday, May 16, 2024)

"For that, I usually divide the group directly, once when the tenth grade children were not active, then after I divided the group, they finally had a spirit of competence that grew, so they could be active when they were grouped." (Interview with Mrs Yeni. Thursday, May 16, 2024)

The teacher plays a significant role in the teaching and learning process. However, if the teacher lacks knowledge or does not have prepared content, learning may suffer. Everything required for the teaching and learning process must be as prepared as

feasible, and the teacher must be able to control the class.

The teacher found it difficult to execute the classroom management principles because of the language level involved. The pupils had varying language levels. Because of their limited language skills, the students struggled to find proper terms to explain their ideas. Macias and Shancez (2015) One of the challenges that teachers face in classroom management is that students are not interested in learning English in class, which can be caused by distractions that make them uncomfortable in class or by the teacher's monotonous learning style, which causes students to become bored in class. Distractions that make them uncomfortable in class, or perhaps it is due to the teacher's tedious learning approach, which causes students to become bored. One solution to this challenge is to create interesting lessons that use a variety of learning approaches. Furthermore, the teacher consistently involves pupils in classroom activities.

CONCLUSION

This research explored various strategies to optimize classroom dynamics for effective English teaching at SMAN 1 Wiradesa. The findings underscore the critical role of interactive and student-centered teaching methods in enhancing student engagement and learning outcomes. Key strategies identified include the implementation of cooperative learning, the integration of technology, differentiated instruction, and continuous professional development for teachers.

The research concludes that optimizing classroom dynamics is a multifaceted approach that requires a commitment to innovative teaching practices and continuous improvement. By adopting these strategies, SMAN 1 Wiradesa can create a more effective and supportive learning environment, ultimately leading to better educational outcomes for its students. Future research could expand on these findings by exploring the long-term impacts of these strategies and identifying additional methods to enhance English teaching effectiveness.

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