

# **STUDENT-TEACHER STRATEGIES AND PRACTICES TOWARD EFFECTIVE CLASSROOM MANAGEMENT IN TEACHING AND LEARNING ENGLISH AT SENIOR HIGH SCHOOL IN JAMBI CITY**

**Agustian<sup>1</sup>**

Universitas Adiwangsa Jambi<sup>1</sup>  
Email: tianagustian224@gmail.com<sup>1</sup>,

## **ABSTRACT**

The purpose of this study is to describe how an English student-teacher manages effective classes in teaching and learning English at Senior High School in Jambi City. This study is focused to find out the strategies of classroom management in an effective classroom especially English subject in class XI IPS and to find out the ways the English student-teacher practices in teaching for the four skills such as; listening, reading, writing and speaking. This study was a descriptive qualitative research conducted in class XI IPS at Senior High School in Jambi City, which consisted of 34 students. The researcher held interviews and observations were applied in data collection. The result showed that the student-teacher was able to know and apply the effective management in teaching and learning for the four skills in English such as, listening, reading, writing and speaking. It seems that student-teacher had applied the aspects of the effective classroom management in every teaching English process in teaching listening, reading, writing and speaking skills well.

**Keywords: Effective classroom management. Strategies and practices.**

## **Introduction**

This chapter presents a brief description of the whole content of the research. The chapter comprises background of the study, identification of problem, research question, limitation of problem, benefits of the study.

### **Background of the Study**

Senior high school is a place where students get some knowledge and practice it systematically and formally that is conducted by educational institution. To have the satisfactory outputs of learning process, so it depends on how the teaching and learning process in the class held by a teacher. It means when a teacher is able to apply a good teaching and learning process for the students, the result of teaching will be better.

Meanwhile, if a teacher does not implement a good teaching process for students will influence the output of the teaching learning process or it is far from the satisfactory result expected. To have the good result of teaching where a teacher has to effort to apply the effective strategies and practice classroom management maximally. The effective strategies and practice classroom management will create the interesting and positive activities or atmosphere for students in learning and teaching process especially for English teaching. Nunan (2000: 189) also says that in the teaching and learning process, classroom management plays an important role to establish and maintain a workable system in the classroom. Furthermore, he states that classroom management can be used to organize and manage the class. Levin (1996: 32) explains that classroom management will enable the teaching-learning process to take place effectively.

## STUDENT-TEACHER STRATEGIES AND PRACTICES.....

To have a focus on how the application of the effective strategies and practices classroom management in the real class. It is unavoidable where a teacher has to apply the application of the effective strategies and practices classroom management in teaching for four English skills (Listening, reading, writing and speaking) that are taught at school.

Otherwise, in SMAN 7 Jambi city has found that the student-teacher did not apply in teaching learning process unsatisfactory where the student- teacher taught still used traditional method like speech. The student-teacher rarely create interesting classroom when she teaches English in the class for teaching listening, reading, writing and speaking so that the students often getting boring and busy. Furthermore she acts more dominant than her students in the teaching and learning process, consequently it makes the students become passive during the teaching and learning process held.

Based on the descriptive above, the researcher was interested in conducting the research about the effectiveness of classroom management In teaching and learning English strategies and practices in the class such as ; listening, reading, writing and speaking.

### Identification of Problem

The problem that can be identified based on the background of the problem in this study are as follow:

1. The student-teacher was not apply a good strategies in teaching learning process unsatisfactory.

2. The student-teacher is more active (dominant) than the students in the teaching and learning process.
3. The students are passive during the teaching and learning process is conducted
4. The students are boring and busy when the student- teacher teaching in the class.

### Research Question

Based on the background above the problem to be examined in this

1. How does the student-teacher practice the effective classroom management in teaching and learning English skills?
2. How is the student-teacher the strategies implementing effective classroom management in teaching and learning English skills ?

### Methodology

#### *Design of The Research*

The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses on student-teacher strategies and practices toward the effective classroom management in the teaching and learning English process. this research is to describes how the student-teacher applies the effective technique and method in teaching and learning English process at Senior high school in Jambi City . The researcher does the interview and observation during the research in collecting data.

#### **Research Setting**

##### **Place of Research**

The research carried at SMAN 7 in Jambi city. It is located Danau Teluk Jambi city. There are five civil English teachers and a student-teacher. The amount of classes are eighteen. Each grade has six classes. The students are in two programs such as science and social.

#### **Technique of Data Collection**

The data were collected from

observation and interview, the researcher identify student-teacher strategies and practices effective classroom management in teaching and learning English skills. The researcher recorded all the data and make a transcript of the data. Next, the researcher read carefully and analyzes data that had been transcribed.

### **Observation**

In this observation, the subject of observation is student-teacher activities on English teaching in class. It focuses on the student- teacher strategies and practices effective classroom management in teaching and learning English. The observation is done by the researcher at the eleventh grade of senior high school in Jambi city. The researcher done the observation enter classroom directly, the researcher observe how student-teacher strategies and practices effective classroom management in English teaching and learning process in class.

The researcher observed the student-teacher while English teaching process in class. The observation has purpose to find out how are the student- teacher implementations of strategies that are used by student-teacher and to get data on student-teacher strategies and practices effective classroom management in English teaching and learning process in class.

Thus, the researcher could know student- teacher strategies and practices effective classroom management. The researcher collected the data on student-teacher strategies and practices effective classroom management in teaching and learning in English by using the

note . The note is used to write down the important information and the event in the classroom.

### **Interview**

The researcher used personal interview. It focus on student-teacher, it means that the researcher interviewed one of the English student-teacher by using the semi-structured interview. The interview was done at Senior high school in Jambi city. The interview conducted to know how the student-teacher applied the strategies and practices effective classroom management in teaching and learning English in the class.

### **Research Data Analysis**

In analyzing the data the researcher used the descriptive method. To describe the student-teacher strategies and practice toward effective classroom management in teaching and learning English, according to Miles and Huberman (in Moleong, 2007:308) principally, data analysis is based on positivism paradigm. Data analysis is conducted as follows:

#### **1. Data Reduction**

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arranged systematically to describe and to make easy the data searching if sometime it is needed anymore. Not all the obtained data of the research are important. It means that the important information must be taken and unimportant information must be ignored. In process of data reduction, the researcher selected, focuses and abstracted the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research

activities if data is unimportant or do not support the data researcher needed.

### 2. Data Display

Data display is used to know the entire description of the result either in the form of column. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher can analyze the other action based on her understanding.

### 3. Conclusion and Verification

To draw reasonable conclusion, it is conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study. The researcher tends to accumulate and formulate her interpretation as she goes along. The researcher wants to write up not only she saw each day but also her interpretation of those conclusions.

## ***Finding and Discussion***

### ***Findings***

The aim of the study is to find out the general characteristics of the effective classroom management in teaching and learning English skills at Senior high school in

Jambi City.

### **The finding of observation**

Based the observation on Monday, October 01th 2019 at 10.30 a.m. The student- teacher came into the classroom about 10.35 a.m. followed by the researcher and the student- teacher greeting the students by said, "Assalamu'alaikum" Good Morning students. The students respond by answering the greeting. After student- teacher opening the lesson student-teacher seating arrangement, after that the student-teacher checked the students' attendance list and asked the previous meeting activity. In checking attendance, the student- teacher did not check name one by one because mention 34 students needed much time. The student- teacher asked, "who is absent today? " Based on the attendance list, most of students in eleventh grade always attend the meeting diligent. Almost all of them were not absent without any reason, except illness or any agenda that were explained on the permission letter. The student- teacher would do in the class by mixing language between Indonesian and English.

Then, the student- teacher asked, "Is there any homework or assignment? What is material we discussed last week?" By asking these questions students would remember and review the previous lesson that had been learning because the materials always have the relationship with the other materials. The researcher activity was sitting in back while making field note from the entire teaching learning process. While sometimes the researcher took the pictures and videos of the activity.

In this meeting the material was " The Fisherman and His wife ". At the previous meeting, the student-teacher gave of the video. It was pair work. The role were consists; before the video playing, the student –teacher give instruction to student" please you listen

this video”, And then student-teacher controlling students in the class after the video finish the student- teacher asked the students to make a group consist of 4 – 5 students according to attendance list. Then, they should learned one of text from “The video about The Fisherman and His wife” . Every student in a group should chosen one word and made one question from the text in the rolls of paper. After a few minute, the student- teacher said to every group, “Group 1 ready?” Students answered, “Go!” student-teacher said, “Are you ready?” Students answered, “I am going!” Then the group 1 performed in front of the class bought the rolls of paper. The students put the rolls of paper on the table, then the students stand up around the table and the one of student take one rolls of paper. The student- teacher said, “I will playing video one more again, when the video is stop, you should answer the vocabulary.” Then, the students-teacher read the question, “What the meaning of DISAPPOINTED ?” student answered, “Kecewa”. The student- teacher said, “Okay next!” the next paragraph . Student-teacher read the question, “What the meaning of FOOLISH?” However, students could not answer. The student-teacher said “Kalau tidak tahu berarti lewat”. While, the students presented their task, the teacher took their score if the students could answer correctly. Then the last group. The student-teacher said, “Ok students, enough for today and the students did not ready to performed, you can met me every time and everywhere as soon as possible if you are ready”.

After the lesson finished, the student-teacher reviewed material. The student- teacher wanted the students to learn the material and do the evaluation at home individually. The student-teacher also gave motivation to the students in order to the students always keep spirit. Then, the student- teacher closed the lesson by giving thankfulness for the students’ attention and wishing “*Wassalamu’alaikum wr.wb.*”

### **Discussion** **Strategies and Practicing effective classroom management in teaching and learning English skill.**

In this part the researcher discussed the student –teacher strategies and practices effective classroom management in teaching and learning English at Senior High School in Jambi City . It focuses on the teaching of four English skills(listening, reading, writing and speaking) that was conducted by the student-teacher in the classroom . The researcher observed the student-teacher teach in the class by using the observation sheet made.

### **Practicing the strategy classroom management in teaching listening skill**

Based on observation held, The researcher found some activities that were done by student-teacher in practicing and strategies management classroom in the listening skill. They were;1) she gave instruction to the students to watch the video about “The fisherman and His wife”; (2)the students listen to the video played; (3) she asked the student understanding about the video watched by giving the question orally.

Based on the data above it can be described that from five aspect of listening observed where the student-teacher had a good practices in teaching listening on the aspect; a) the student-teacher develop students’ awareness of the listening process and listening strategies it can be seen

when the student-teacher give instruction listen to me. b) The student-teacher allow students to practice the full repertoire of listening strategies by using authentic listening tasks it can be seen when the student- teacher read the question "What the meaning of DISAPPOINTED" (c) The student-teacher behave as authentic listeners by responding to student communication as a listener rather than as a teacher it can be seen when the student –teacher read the vocabulary in front of the class " ok repeat after me and then student repeat the student-teacher pronunciation but seen from five aspects the student-teacher does not applied aspects number four and five such as ; a) When working with listening tasks in class, the student- teacher show students the strategies that will work best for the listening purpose and the type of text. b) The student-teacher have students practice listening strategies in class and ask them to practice in class when the student listening assignments.

According to Brown (2000:34) in Palupi (2015) To accomplish this goal, teacher focuses on the process in listening rather than its product such as; a). They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language. b) They allow students to practice the full repertoire of listening strategies by using authentic listening tasks. c).They behave as authentic listeners by responding to student communication as a listener rather than as a teacher. d)When working with listening

tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies. e). They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.

### **Practicing the Strategy Management Classroom in Teaching Reading Skill**

Based on the results of observations, the researcher found some activities that were done by student-teacher in practicing and strategies management classroom in the reading skill, they were; a) The student- teacher should not read first but should allow the students to read the text. It can be seen when the student - teacher distribute the text to students after the student –teacher video played about "the fisherman and his wife". b) student-teacher should not allow the student to murmuring while reading it can be seen after the student – teacher distribute the text to students, student seen murmuring when they were read the text ditribute by the student-teacher.

Based on the explanation above, it can be explained that from six aspects of reading skill, it is observed that students only applied two aspects in reading skill practice in the class, According Parel and Jain (2008:117) reading skills the teacher must applied six aspects including; a) Teacher establishes purpose of shared writing session. b) Teacher brainstorms ideas with a student or whole class. c) Teacher chooses one idea out of many with students. d) Teacher invites students to elaborate on the idea .e) Teacher and students compose the text together - Teacher models the process of writing - Teacher focuses on specific elements of writing - Teacher and

students revise the text together .f) Celebrate writing by publishing, reading aloud, sharing it with the class.

### **Practicing the Strategy Management Classroom in Teaching Writing Skill.**

Based on observation, the researcher found some activities that were done by student-teacher in practicing and strategies management classroom in the writing skill. They were; a) student- teacher establishes purpose of shared writing session, for example; after the student read the text the student-teacher asked to student note some difficult words in whiteboard in front of the class.

Based on the data above it can be described that from six aspects of writing observed where the student- teacher conducted one aspect of writing skill. According to Sushree Mishra in Educational Consultant (2005) Steps in teaching writing skill;

- a. Teacher establishes purpose of shared writing session
- b. Teacher brainstorms ideas with a student or whole class
- c. Teacher chooses one idea out of many with students
- d. Teacher invites students to elaborate on the idea
- e. Teacher and students compose the text together - Teacher models the process of writing - Teacher focuses on specific elements of writing - Teacher and students revise the text together
- f. Celebrate writing by publishing, reading aloud, sharing it with the class

### **Practicing the Strategy Management Classroom in Teaching Speaking Skill.**

Based on observation of speaking activities in the class, the

researcher found some activities that were done by student-teacher in practicing and strategies management classroom in the speaking skill. They were; a). The student-teacher read some vocabulary has student write in whiteboard and then student repeat the student-teacher words, for example student-teacher said some vocabulary such as ; Disappointed, foolish and etc. b) The student-teacher correcting the student mistake of pronunciation.

According to Nation (2000: 13) provides some principles in teaching speaking as follows:

- 1) Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs.
- 2) Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity.
- 3) Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

### **Strategies effective classroom management in teaching and learning English in the class.**

#### **Seating Arrangement of the Classroom Management in class**

Based on interview in this study, student-teacher the seating Arrangement pattern conventional, The student -teacher could see her students one by one. it could make the teacher be easier to talk to her students individually or in group. By direct eye

contact, directly, the teacher would be easier to discipline her students because she could see students' movements clearly. The student- teacher only two technique in seating arrangement such as;

- a. Orderly Rows Seating Arrangement
- b. Separate Tables Seating Arrangement

Based on interview it can be described where the student-teacher conducted arrangement two strategies or technique in seating arrangement during teaching and learning process in the class.

According to Evan and Lovell in Levin and Nolan (2005: 126), teachers have no control classroom. However, they usually can decide how best to utilize the given face within the classroom. Careful use of physical space makes a considerable difference in classroom behavior.

Levin and Nolan (2005: 126) state that seating is planned so that the teacher may easily reach any pupils in the class without disturbing others students. Besides, seating is arranged so that all students are able to see instructional presentations.

### **The teacher roles.**

Based on the results of interviews, the student- teacher give a topic about "The fisherman and his wife " in the teaching and learning process in the class. The student –teacher making lesson plans. This lesson plan is used to teach students in class so that the learning process will run well. The first student - teacher prepared material in the syllabus or lesson plans. Then, student-teacher gave several explanations about the video that was played after that,

the students asked students to make a summary of the video that was playing. As an example; please find difficult words then you translate it into Indonesian.

- a. Student - teacher prepared material in the syllabus or lesson plans
- b. The teacher gave the detailed information about the topic.
- c. The teacher asked the students to do the tasks.

### **THE CONCLUSION AND SUGGESTION**

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

#### **Conclusion**

Based on the result of observation, interviews concerning the effective classroom management in teaching and learning English in the classroom, it can be concluded the management of this English classroom at Senior high school in Jambi City.

The results of the study were divided into aspect effective classroom management in teaching and learning English skills, they are; listening , reading, writing and speaking .(1) Listening consisted of(a) how the student- teacher develop students' awareness of the listening process and listening strategies.(b). The student-teacher allow students to practice the full repertoire of listening strategies by using authentic listening tasks.(c). How the student-teacher behave as authentic listeners by responding to student communication as a listener rather than as a teacher. (d).When working with listening tasks in class, the student-teacher show students the strategies that will work best for the listening purpose and the type of text.(e). how the student-teacher have students practice listening strategies in class and ask them to practice in the class when the student listening assignments.(2) Reading such as (a) How the teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the



text. (b). Teacher should not allow the student to murmuring while reading. (c). The subject matter should be interested and effective and selected from the reading material developed for it. (d). Eclectic approach can be used by teacher for better comprehension and understanding. (3). Writing (a).Teacher establishes purpose of shared writing session.(b). Teacher brainstorms ideas with a student or whole class. (c). How the teacher chooses one idea out of many with students. (d). How the teacher invites students to elaborate on the idea. (e).How the teacher and students compose the text together Teacher models the process of writing - Teacher focuses on specific elements of writing - Teacher and students revise the text together. (f). Celebrate writing by publishing, reading aloud, sharing it with the class. (4)Speaking such as;(a). The teacher Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs. (b) Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity. (c)Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.

Since their research is only aimed at describing the actual classroom management in the English teaching and learning, its necessary to conduct further research to complete their research. The researcher recommends further action research in the attempt of improving the English teaching

learning effect activeness in the English classroom management of junior high school.

### References

- Cutter,(2014) Proper Classroom Management is Essential For an Effective Senior High School Classroom. Honor These of Roger William University.
- Doyle in Burden and Byrd (2006: 16)Classroom. London: Macmilan Publisher Ltd.
- Emmer, E. & Gerwell,MC.(2006). Classroom management in middle school and high school classroom .
- Evertson,C.M. & Weinstein, C.S. (Eds). Handbook of Classroom Management: Research,practices, and contemporary issues..N.J: Lawrence Erlbaum Associates,Inc
- Garret, Tracey. 2014. Effective of Classroom Management. Columbia University:
- Hamaidi, AL- Shara and Awwad (2014); The Value of Teaching Practicum in Learning to Teach: Students' Experience in an Intial Teachers Education Programmer in the Western Cape.
- Hannah,2013. "Twenty-First Century Adolescents, Writing, and New Media: Meeting the challenge with Game controllers and Laptop." English Journal 101.2(2011)