

An Analysis of English for Young Learner Teachers' Classroom Management

Roslina

¹Universitas Sembilanbelas November Kolaka, Kolaka, Indonesia

Abstract

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This current study was a case study that aimed to analyze EYL teachers' classroom management performance at Kolaka Regency, Southeast Sulawesi, Indonesia. Likewise, this study also explored the root problem behind its' limitation. As part of the methodology, five teachers were involved in the observation. All the instrument components were validated throughout the SPSS Program analysis. After the instrument was validated, the classroom interaction process was observed and recorded three times. In addition, the interview session was also gained to ensure the observation result. All the data were analyzed descriptively. The data analysis showed that the EYL teachers in Kolaka Regency had attempted effective planning, teaching technique, and student/teacher relationship simultaneously but not comprehensively. The study also found that the EYL teachers at Kolaka Regency knew the meaning of pedagogic competence as the upstream of classroom management and the effort to implement it. However, they may not be optimal due to their teaching qualities ability. Therefore, the study recommended that there must be much appreciation for EYL teachers. The study also suggested accomplishing a similar study in a larger context to support the EYL teacher's welfare policy.

Keywords: classroom management performance; english for young learners teachers; eyl teachers pedgogic competence

(*) Corresponding Author: alimuddin.roslina81@gmail.com

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INTRODUCTION

Since the 1960s, classroom management has become a hot discussion topic for effective learning Praveen and Alex (2017). Included the discussion for English for Young Learners classroom management (EYL). Likewise, the hottest EYL discussion in Indonesia considers that English is stated as a foreign language but more accepted as an additional language only (Lowenberg, 1991). Based on that perception, EYL in Indonesia requires special improvement handling (Adipramono, 2011). Thus, EYL teachers' management classroom competence must be considered because it is central to the learning process (Rijal, 2014). Classroom management provides a conducive learning environment for students' moral and social development (Postholm, 2013). In addition, effective classroom instructional and behavior management is essential to ensure student academic and social success (Mitchell, Hirn, & Lewis, 2017).

Based on the fact of English teaching at the elementary school level in Kolaka Regency, it was found that three elementary schools applied English as local content lessons during the academic year 2019. As a local content lesson, English was only taught 2 hours a week for students in grades 4 to 6.

In addition, the teaching English at the elementary school level in Kolaka Regency has not met expectations. In this case, English was taught only as a complementary lesson. So the target language competency mastery was just an introduction to vocabulary. Whereas in grades 4 to 6, students are naturally provided with essential English communication competencies.

This article discusses the EYL classroom management problem in Kolaka Regency, Southeast Sulawesi, Indonesia. EYL teacher classroom management was still very minimal. EYL teachers teach without carrying out learning management plans and proper evaluation. EYL teachers taught without determining learning objectives without being based on student needs. Followed by learning management only through the vocabulary memorization method which has not shown a teaching methodology that directs students to be communicative even though students should have been taught using simple sentences at that level. The evaluation of the increase in students' English competence is based only on the number of vocabulary that has been successfully memorized. Even though evaluations should be carried out both for students, for teachers, also for the implementation of teaching English as local content

The motivation for this research was the expectation of improving English learning, especially in Kolaka Regency, Indonesia. This motivation was the researchers' concerns about the English learning poverty phenomenon in the region. The motivation was present due to that phenomenon from almost all of the preliminary Universitas Sembilanbelas November Kolaka students' research for EYL classes context reported the low English competence of students in the Kolaka region (Akreditasi, 2020).

The condition came across as a consequence of the lack of EYL teachers' classroom management. Even so, judging from one perspective was not the path of virtue. So there was a need for a study to explore the facts. So, an initial step for evaluation should be carried out for improvement. As well as, interesting initial data showed that most teachers at Kolaka Regency had a limited performance in managing classes, mastering the material, and presenting it.

They applied the assumed correct method but did not consider the students' physiological needs. In this case, the EYL teacher only assumes that for the basic level, students only need an introduction and mastery of vocabulary. This perspective was formed based on their experiences while studying English. The EYL teacher ignored that the psychological conditions of elementary school students in the past and the millennial era were different. For example, elementary school students are now in contact with technology and have heard many of them, using English not only at the vocabulary level.

Another psychological need that the EYL teachers needs to pay attention to is the student intelligence machine (MK). Because in STIFIn theory, each MK has its calibration needs to activate the brain's performance in learning something. For example, MK Sensing will be active when learning using the rote method, MK Thinking through the analytical method, MK Instuiting through the writing method, MK Feeling through the discussion method, and MK Instinct through pictorial media (R. Roslina, 2021).

Specifically, this study aimed to answer "How do the EYL teachers manage a classroom?". This point was important because classroom management dominates classroom interaction. As the Postholm (2013) review stated that management is not just a behavior understanding, but it has become an understanding of the class as a social system as well as statement of Sieberer-Nagler (2016) that classroom management performance is the classroom interaction golden key.

In principle, similar studies have been conducted by Kaspul, Faruq, and Urip (2020); Mudianingrum, Evenddy, and Rima (2019) ; and explored EFL teachers' management classrooms. They interviewed three teachers within three months and narrated the EYL teacher's classroom management problem faced. Furthermore, Mudianingrum et al. (2019) described the applied classroom management strategy for junior high school students. That study aimed to describe classroom management applied and its effect on student participation. She collected data through classroom observations and interviews. Also, Korpershoek, Harms, de Boer, van Kuijk, and Doolaard (2016) reported that classroom management positively affected the development oof student behavior, students' emotions, and student-teacher relationships.

Even though this research has similarities in the aspect of classroom management studies, there were several differentials, as like as the context of the study, the objectives and instruments, and the expected objective. The context of this study was EYL class management, which indirectly involves elementary school students. At the same time, the three previous studies involved junior high school students. So psychologically, the characteristics of the object were different.

However, the theory of student development needs to be a concern in managing the EYL class. As the division of the phases of cognitive development from Jean Piaget (Flavell, 1963), namely at the age of 7 to eleven years, a person is in the concrete pre-operational phase; in this case, humans can think logically. Be able to concretely pay attention to more than one dimension at once and also be able to relate these dimensions to one another. Less selfish, unable to think abstractly. In other side, at the age of 11, humans enter the formal operational phase, and in that phase, humans can think abstractly. They can analyze problems scientifically and then solve problems. This difference in ability certainly also requires different treatment from a teacher. Likewise, the psychology of students from the school became the location of this research.

Furthermore, this study focused on classroom managerial studies with three main components namely effective planning, teaching techniques, and teacher-student relationships. Another difference was that this study explored the reasons for the limited classroom management performance by the teacher concerned. The points of these questions were necessary so that their answers could be generalized to formulate an improvement plan.

Briefly, this study aims to describe how the EYL teacher conducts classroom management in Kolaka Regency and explores the root cause of the problems that limit the EYL teacher's class management performance. This research was done as an initial effort to evaluate the needs of EYL teachers in the Kolaka district. Of course, it was addressed to welcome the Kurikulum Merdeka.

METHODS

This study aims to describe how the EYL teacher conducts classroom management in Kolaka Regency and explores the root cause of the problems that limit the performance of the EYL teachers' class management. For this purpose, researcher conducted descriptive quantitative research. Researcher collect data through participant observation to discover essential phenomena related to participant behavior related to the context of the research topic.

The research locations were at five elementary schools in Kolaka Regency, Indonesia, which provide English as a local content subject. This subject aims to enable students to acquire basic knowledge of English. The five schools are Sekolah Dasar Negeri 1 Lamokato, Sekolah Dasar Negeri 1 Laloeha, Sekolah Dasar Negeri 3 Lamokato, Sekolah dasar Wihdatul Ummah Kolaka, Sekolah Dasar Antam. All of the schools set EYL for third-grade to fifth-grade students. The object of this current study was the five EYL teachers from the five schools above.

As an initial record, from 176 elementary schools at Kolaka Regency, only those five schools above have provided EYL since COVID-19. So that the five teachers involved represent EYL teachers at Kolaka Regency, Indonesia. Another consideration is that the five teachers were English Education study program USN Kolaka graduates. So, it can be ascertained they have the same level of education and EYL teaching knowledge background. Throughout this research, there were two kinds of instruments used, namely observation and interview.

All the instrument components were validated throughout the SPSS Program analysis. After the instrument was validated, the classroom interaction process was observed and recorded three times. In addition, the interview session was also gained to ensure the observation result. All the data were analyzed descriptively.

RESULTS & DISCUSSION

The first question to answer was, "How do the teachers manage an EYL classroom at Kolaka Regency, Indonesia?". To answer these questions, the researcher formulated their leading observation indicators: Effective Planning, Classroom Techniques, and Student/Teacher Relationship. Table 1 was the presentation of EYL Teachers' Performance at Kolaka Regency, Indonesia.

Table 1. EYL Teacher's Performance

Effective Planning						
Questions	T1 (25%)	T2 (25%)	T3 (75%)	T4 (75%)	T5 (50%)	
Follows prescribed curriculum	Yes	Yes	Yes	Yes	Yes	Yes
Displays evidence of teacher preparation	No	No	Yes	Yes	Yes	No
Directions to students are clearly thought out and well stated	No	No	Yes	Yes	Yes	Yes
Materials for class are organized and available	No	No	Yes	No	Yes	Yes
Uses available materials and resources	No	No	Yes	No	Yes	Yes
Provides enrichment and/or remediation where needed	No	Yes	No	Yes	Yes	No
Considers time available and aware of adequate pacing	No	No	No	Yes	Yes	No
Carefully plans student assignments and plans student groupings according to instructional needs	Yes	No	Yes	Yes	Yes	No
Teaching Techniques						
Questions	T1 (33,3%)	T2 (44,4%)	T3 (66,6%)	T4 (66,6%)	T5 (55,5%)	
Utilizes the use of notebook and/or other guides effectively	No	No	No	No	No	No
Demonstrates sufficient mastery of content	No	Yes	Yes	Yes	Yes	No
Makes effective use of a variety of available materials	Yes	Yes	Yes	Yes	Yes	Yes
Makes clear, practical demonstrations	No	No	Yes	No	Yes	No

Provides for student participation	Yes	Yes	No	Yes	No
Uses logical, purposeful and thought-provoking questions	No	No	Yes	No	Yes
Provides interesting and adequate reinforcement	Yes	Yes	Yes	Yes	Yes
Varies procedures in working with pupils of varying abilities	No	No	No	Yes	Yes
Provides motivation	No	No	Yes	Yes	Yes

Student/Teacher Relationships

Questions	T1 (62,5%)	T2 (62,5%)	T3 (75%)	T4 (62,5%)	T5 (62,5%)
Maintains student interest and attention	No	No	No	No	No
Works constructively with individual or group	Yes	Yes	Yes	Yes	Yes
Manages routine so as to avoid confusion	Yes	Yes	Yes	Yes	Yes
Exhibits poise, voice control, and tact	No	No	No	No	No
Graciously accepts less than "right" response with slow students	No	No	Yes	Yes	No
Uses positive statements to students	Yes	Yes	Yes	Yes	Yes
Makes supportive statements to students	Yes	Yes	Yes	No	Yes
Maintains a friendly and respectful teacher-student relationship	Yes	Yes	Yes	Yes	Yes

Table 1 above shows that two teachers reach 75% for effective planning, one teacher reaches 50%, and two teachers only reach 25%. The two highest teachers were T3 and T4. T3 reached 75% by following the prescribed curriculum, displaying evidence of teacher preparation, organizing class materials, using available materials and resources, carefully planning student assignments, and planning student groupings according to instructional needs. Whereas T4 followed the prescribed curriculum, displayed evidence of teacher preparation, provided enrichment remediation where needed, considered time available and aware of adequate pacing, carefully planned student assignments, and planned to study groups. In this component, overall, all teachers can follow the prescribed curriculum, and almost all are not considered with time available

and aware of adequate pacing. At the same time, other items are carried out alternately by the five respondents.

In the Teaching Technique component, The T3 and T4 look superior to the others. T3 demonstrated sufficient mastery of content; effectively used various available materials; made clear, practical demonstrations; used logical, purposeful, and thought-provoking questions; provided attractive and adequate reinforcement; and provided motivation. Whereas T4 demonstrated sufficient mastery of content; made effective use of various available materials; provided for Student participation; provided attractive and adequate reinforcement; varied procedures in working with pupils of varying abilities; and provided motivation. In this component, the whole teacher could effectively use various available materials, even in different forms. Also, the whole teacher was able to provide interest and adequate reinforcement. In contrast, almost all teachers did not consider utilizing notebooks and other guides.

Furthermore, in the Student/Teacher Relationships component, one respondent reached 75% while the other reached 62.5%. Respondents could work constructively with individuals or groups; manage routine to avoid confusion; use positive statements to study; and maintain a friendly and respectful teacher-student relationship. As well as overall, teachers were not able to exhibit poise, voice control, and tact. This research was inevitable because the respondents were psychologically under 30 years old. So they still have explosive emotions and are less able to control them.

For data triangulation purposes, an interview session was done. This session aimed to investigate the root problem of teachers' classroom management poverty. For this purpose, semi-structured interviews were carried out. The interview session was aimed at exploring more profound answers if needed. The interview session emphasized four main points whether the teacher was concerned about the meaning of pedagogical competencies; whether the teacher was concerned about the strengths and weaknesses of their pedagogical competencies; why the limitations occurred; and how they overcame those limitations in the classroom.

T1 stated that she understood the meaning of pedagogic competence as explained in Law No. 14 of 2007. But in reality, she could only manage the class by organizing students based on students personalities. She understands that her limitations are influenced by her educational background and her lack of teaching experience. To manage the class, she believes using media is very helpful.

T2 explained that pedagogic competence is the ability of teachers to teach. She understands that she is weak at handling student commotion and presenting material. According to her, this was due to his limited knowledge. She realized that her time management was low. Sometimes, teaching time runs fast, or sometimes, the material runs out of time. She added or reduced some exercise or gave homework to overcome the condition.

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In addition, T5 answered that pedagogic competence is the teacher's way of teaching. She stated that she often teaches her students by using downloaded existing materials. In this case, she argued that she was a poor teaching planner. She also admitted that she almost downloaded or took from other teachers teaching material. She did it because she lacked English teaching knowledge. Another reason is that she had to handle many administrative activities and other outside routines. To overcome her shortcomings, she applied vocabulary memorization techniques.

From the interview answers, it was seen that those five teachers understand the meaning of pedagogic competence, passed several obstacles in classroom management due to their lack of knowledge and because of business outside teaching hours, and overcame the problem by applying several assistive teaching media. These efforts need to be appreciated but also cannot be ignored. Their condition must be debated because today's teachers' performance determines students' futures. It is in line with Shahmohammadi (2017) that the teacher is the primary key for preparing human assets, and the teacher not only acts as an educator but indirectly determines the prosperity level of a country.

Considering the importance of the teacher's role, it is necessary to focus on EYL classroom management performance. This present study found that the teacher already knows the literal meaning of pedagogic competence but has personal problems in implementing it. In other words, they agree that their obstacle is the teachers' quality issue as well as Fachrurrazi (2021).

The first question in the interview session was whether the teacher was concerned about the meaning of pedagogical competencies. This question was raised because remembering pedagogical knowledge is a mandatory component in discussing teacher professionalism (Guerriero, 2014). Whereas in teaching EYL pedagogic competence is related to the teacher's expertise in understanding what is taught, why it is taught, and how it is taught Malderez and Wedell (2007) in Roslina (2023)

The research data shows that EYL teachers in Kolaka District understand the written meaning of pedagogic competence but at the level of practical implications the teachers still have knowledge of the various activities that can

be carried out. This is in line with Sabon (2017) that based on data from the Directorate General of Teachers and Education Personnel (Ditjen GTK) of the Ministry of Education and Culture (Kemendikbud) UKG results for junior high school English teachers are low because the national average is only 56.02 on a scale of 100.

The second question is whether the teacher was concerned about the strengths and weaknesses of their pedagogical competencies. This question was raised to lead EYL teachers to conduct a self-evaluation of their respective teaching. From the results of the interviews it was found that they realized that their pedagogic competence was very limited and still far behind. Meanwhile, regarding strengths, EYL teachers only think that their strengths are that they are alumni of English education so they have the opportunity to teach English and think they only need to upgrade their knowledge and enrich their experience.

The third question is why the limitations occurred. This question is directed to explore the root of the problem from the teacher's perspective. This is done to find the factors that cause limited knowledge or pedagogical competence of the teacher concerned. As is the finding in this study that teachers experience the same root problem, namely knowledge about teaching methods that is still minimal due to the limited opportunity for them to upgrade themselves.

The issue of teacher quality certainly needs to be highlighted because teachers are the leading actors in the success of the education system (Hattie, 2008) in (Lio, 2023). And after all, teachers are ordinary people who will later be responsible for all their actions. So moral issues as a main part of teacher professionalism need to be highlighted. Where to become a professional teacher, of course, the teacher needs to hone moral knowing, which relates to knowledge; moral feeling relates to feelings, sympathy, and concern for others; as well as moral action, which relates to the behavior or actions of a person depending on will, competence, and habit.

However, other research shows that the other challenge for EYL management classrooms is the unsupported condition of the elementary school curriculum (Sutopo, Ali, Aditama, Wiguna, & Syafiq, 2020). This condition leads to the school appreciation lever for EYL so that it can affect teacher performance in class. Severity, in Kabupaten Regency, Indonesia, there are only five elementary schools that provide English as a local content subject. The determination is only for enrichment subjects, and the teaching responsibility is for the EYL teachers.

In addition, another problem faced is the lack of facilities. EYL as a subject is located not as a compulsory subject but as a complementary one, so the facilities provision is not prioritized.

Another highlight of this current research is factors that affect the welfare of EYL teachers in the Kolaka Region. The five teachers stated that their status is only as contract teachers. They were entitled to be paid fifteen thousand

rupiahs or only one dollar per meeting. Then, the payroll system followed the school Operational Assistance funds (Dana BOS) disbursement, sometimes twice for one semester (Kharisma, Remi, & Maharani, 2021).

In status as contract employees, then, of course, the EYL teachers are not prosperous (Sulisworo, Nasir, & Maryani, 2017); it is very appropriate that EYL teachers in Kolaka Regency get another job to support their lives. Meanwhile, being an EYL teacher is considered a guide that may increase their social level. In short, their teacher status is simply an abortion of unemployment status, which raises their social status. It is undeniable since one of the values of teacher training in Indonesia is social motivation (Huang, Revina, Fillaili, & Akhmadi, 2020). Teachers have a significant role in the country's welfare in the future, but how can their performance be carried out well if they are not adequately rewarded?

CONCLUSION

From the discussion above, it can be concluded that EYL teachers in Kolaka Regency performed the three whole eminent of the three management classroom elements, although not comprehensively. As well as they understands the meaning of the pedagogic competence as the upstream of classroom management but they were not working optimally as consequences of their teaching quality. Supported also by EYL curriculum in Indonesia and their salary payroll system. Even so, this current research was limited only in there EYL teachers' classroom management performance. Further broadly next research is needed to enrich understanding about EYL teachers' classroom management. This current study was a case study that aimed to analyze EYL teachers' classroom management performance at Kolaka Regency, Southeast Sulawesi, Indonesia. Likewise, this study also explored the root problem behind its' limitation Management.

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