



Classroom Management Strategies on the Teaching English to Young Learners at Elementary School



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Abstract

Classroom management is vital in educating young English learners since children have weak self-control and teaching youngsters is different from teaching middle schoolers and adults. This study investigates the classroom management tactics used by English instructors at a private primary school, the teachers' motives for applying them, and the kids' impacts. Two English professors and 12 students participated. Different ages and experience levels teach English. The researcher picked the 12 pupils because they could provide strategy knowledge. Classroom observation, teacher interviews, and a questionnaire provided the data. The strategies address three areas. The physical environment focuses on the seating arrangement, sight, sound, comfort, and whiteboard and equipment usage; psycho-social management focuses on rules, feedback, and incentives; and classroom activity management manages time, solo, pair, and group work, and monitors the class. Reasons for using classroom management tactics include making the teaching-learning process operate smoothly, motivating students, supporting them in completing tasks, increasing classroom discipline, and building social skills. Students were more disciplined, pleased in the learning process, knew the lesson's goal, and were more focused and actively participated in learning when classroom management tactics were used.

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1 Introduction

One of the biggest challenges faced by the teachers of English for the young learner is classroom management. The major reasons of the challenges are negative student attitudes and discipline (Linse & Nunan, 2005). In Pre Observation the researcher did, there were conditions where some students showed negative attitudes in class during the learning process, such as students did not pay attention to the lesson, one or two students who did not want to do the task given by the teacher, or they did not focus on the lesson when the teacher explained the lesson. Classroom management is one of the most important factors in teaching English for young learners (TEYL) because children's self-control ability may be very poor and teaching children is quite different from teaching secondary school students or adults. It is believed that effective classroom management in young learners' English means successful teaching and learning activities (Linse & Nunan, 2005).

Classroom management has an essential role in the process of teaching and learning. The more proficient a teacher in managing the classroom environment, the easier the teaching-learning process could be. The effective classroom management conducted by a teacher could lead to a positive classroom climate which makes students more focused on learning. Additionally, some research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Qinglan, 2004).

In young learner classes, each pupil has different behavior that may vary from each level of development stages. In relation to students' classes, English teachers should be aware of this issue, and they need to understand students' behavior in order to help them decide the strategies in managing young learner classes. Classroom management for teachers are intended to create and maintain conditions in which construction can happen effectively and efficiently. Therefore, teachers need to understand classroom management, especially the relationship between pupils' behavior and classroom management strategies for monitoring classroom behavior (Qinglan, 2004). The ability to manage students effectively is a critical component of teachers' professional identity (Linse & Nunan, 2005).

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The points above indicate that classroom management strategies play an important role in the teaching-learning process. Considering the significance of classroom management strategies in TEYL, This Research attempts to investigate classroom management strategies in the process of teaching and learning in this field. This Research aims to investigate the strategies applied by teachers in managing the young learner classroom during the teaching and learning process as well as the teacher's reasons for applying those strategies and the effects of applying classroom management for young learners (Ata et al., 2012; Fowler & Şaraplı, 2010; Aryani & Rahayuni, 2016).

2 Materials and Methods

This research executed at one private Islamic elementary school in West Jakarta. This school had 24 classes and had an excellent accreditation, therefore the school was labeled as a "very good" school. There were some reasons to choose this school as the research site. Firstly, because the school was accessible for the researcher to get the data. Secondly, because this school practices EYL and English beomes compulsory subjects in this school. It is taught from the first up to sixth grade.

The Participants in this research involved two English teachers and twelve students in the school the first participant had been teaching English in the school since 2012, while the second participant had been teaching English for 13 years. Therefore the writer want to compare the way their manage the classroom. The writer also used 12 students as participants. The students involved in this research was six students in grade 2D and six students in grade 5C. They are about 8-11 years old. The twelve students were chosen in purpose as the researcher saw that these students ability.

This research was qualitative study case methodology which deals with a social phenomenon of English language teaching situation. As mentioned, it focused on the investigation of the teacher's classroom management strategies, their reasons for applying the strategies and the effects of the strategies to TEYL. The data obtained were in the form of qualitative data; therefore, this research adopted the principles of qualitative approach.

This research employed a set of method such as classroom observation, questionnaire and interviews. This research employed classroom observation to gain the data. The interview was also used to ask about the classroom management strategies applied by the teachers and to ask the effects of the strategies to the students. The interviews were also intended to clarify some unclear answers and responses given by the researcher towards the previous observations and questionnaire (Vattøy & Smith, 2019; Morris & Cobb, 2004; Yang et al., 2010).

The observation was conducted to get a description of teachers' strategies in managing young learner's classes. However, the research used non-participant observation or complete observation in which the researcher only observes without participating and do not involve in the teaching learning process (Moleong, 2007). Data were taken from the questionnaire of the participants. Questionnaire were used to get the initial information from the teacher related to classroom management strategies. It was given to get the answer of the research question and in order to stimulate responses from the respondents. It was the best way of getting the respondents to answer free of any restrictions (Cano, 2002).

The data gained from the classroom observations, questionnaire, and interviews were analyzed using qualitative data analysis to address the three research questions. The process of analyzing the data were conducted in five steps. First, the data from the classroom observation were transcribed and analyzed. The data gained from the video of classroom observation were transcribed in order to get the statement of the participants. Then the teachers' utterances and behavior in managing young learner classes were analyzed to find out the strategies of classroom management applied by the teacher. After that, the data were categorized and interpreted to answer the first reeseach question. After analyzing the strategies used by the teacher in managing young learner classes, the findings were analyzed to find out the relevance of each strategy with the theories as discussed in chapter two, including the scope of the classroom management, the theories of classroom management strategies, and so forth (Kunter et al., 2007; Nadia, 2011; Cavus, 2016; Sabilah, 2016).

Second, the data gained from questionnaire were coded to make the data analysis easier. It was intended to find out the teacher's opinion related to the classroom management strategies that she use in teaching English to young learners. Then the data from questionnaire were put in the table. Third, the data from the interviews were also transcribed. It was constructed in the form of interview summary. Then the data analysis were presented in a condensed body of information. The next stage was put the interview questions into categories. The thematic analysis were developed. After that, the data from the interview stage were presented in information form. Finally, conclusions were drawn as the last data analysis stage. Afterwards, to enhance the validity of the conclusion of the research, data source triangulation were conducted, to contrast all data obtained from different sources, including interview, classroom oboervation and questionnaire.

3 Results and Discussions

The teacher's Classroom Management Strategies on the teaching English to Young Learners. This section discusses the classroom management strategies applied by the teacher on teaching English to Young learners.

Physical environment

Based on the observations in each class, the teacher used two types of seating arrangement, namely horseshoe (semicircle) and orderly rows type. For the seating arrangement in class 2D, the English teacher did not manage it. It had already set up by the class teacher. The class used horseshoe seating arrangement. It seemed that the seating arrangements were quite ideal to be used in any learning activities. Based on the teacher's explanation, horseshoe was the most appropriate seating arrangement for any learning activities in the classroom because she could easily see and monitor all students during the learning activities. It is in line with Scott & Ytreberg statement that the teacher sometimes may have to make one arrangement which cannot be changed (Scott & Yterberg, 1990). Horseshoe or semicircle seating arrangements allows both teachers and students interaction and student and student interaction. Semicircle seating is useful when the task needs brainstorming, collaboration or asking question as it

support interaction between students. The teacher can see which students who raise their hands clearly if they sit in horseshoe arrangement (Reupert & Woodcock, 2010; Kochenderfer-Ladd & Pelletier, 2008).

The differences with the finding of this research were the English teacher in Class 2D did not arrange the students' seat because it had already arranged by the class teacher, and in the previous research there was no finding about how the teacher used whiteboard and other equipment in teaching process.

Table 1
Physical environment aspects

Strategies	Strategies applied by both teachers	Notes
Physical Environment		
a. Seating Arrangement	Horseshoe (semicircle) Orderly rows	C#2D C#5C
b. Sight, sound and comfort	Lightning is adequate There is no bothering sound Class is comfortable	Both Classes
c. Whiteboard & equipment use	The teacher often use whiteboard The teacher use computer The teacher use clock board	C#2D & C#5C C#2D C#5C

This finding was also supported by Jacobson who state that middle elementary students who are in grades 3 through 6 are becoming more independent, but they still like the attention and affection of teachers (Jacobson, 2009).

Psycho social management

The psycho social Management focuses on three areas: establishing rules, providing feedback and giving reward. Based on the observation, the teacher had a specific strategy in making rules. Both teachers established rules in order to manage student's behavior in the classroom. According students interview, the English teacher in class 2D applied some rules in English lesson. Some of the rules were they have to be sit nicely when studying, they must be in good order, and they may not chat with friends. The data from observation showed that the teacher delivered feedback of task to the students in the classes. Such treatment, as it was stated by Hattie & Timperley (2007), provides direction to students in their learning. Thus, it can be concluded that teacher was aware of the function of feedback. In addition, the teacher also stated that she used feedback to give as a form of correction when the teacher look at the students' work during monitoring students' task. The feedback was given as a reflection of what they have done and produced in learning English. This finding is supported by Qinglan who propose that feedback is an important part of language learning process. The difference with the finding of this research was the way the teachers provided feedback and gave reward. In the previous research, the teacher gave reward for students by giving points. Whereas in this research, the teachers gave rewards verbally, symbol on student's task and gave gift for the students. It can be seen in the table 4.2

Table 2
Psychosocial environment

Strategies	Strategies applied by both teachers	Notes
Psycho-social Management		
a. Establishing rules	Don't make noise Ask permission in English when go out of the class Students must be in order	C#2D & C#5C C#2D & C#5C

	Do not talk with friends	C#2D & C#5C
	Do not play English games on other lesson	C#2D & C#5C C#5C
b. Providing feedback	Verbally: Good job, excellent, well done	
	Written: By giving review, brainstorming and summary Action: high five	C#2D & C#5C
	Verbally: Praise: good job, Excellent, Nice	C#2D
c. Giving Reward	Symbol: Star picture Stamp	C#5C
	Gift: Pencil Biscuit, candy	C#2D & C#5C
		C#2D C#5C
		C#5C C#2D

Classroom activity management

The management of classroom activities focuses on three areas: managing time for classroom activities; managing individual, pair and group work for classroom activities and monitoring activities; It was different with the finding on the previous research about the usage of classroom management strategies on the novice teacher and experienced teacher. The finding showed that the novice teachers were less aware on the use of classroom management strategies rather than experienced teacher. The novice teacher tended to apply traditional and unvaried classroom management. They employed less varied activities in the class and only focused on presentation in giving material to students. The finding on Classroom activities management can be shown in the table below.

Table 3
Classroom activities management

Strategies	Strategies applied by both teachers	Notes
Classroom Activities Management		
a. Managing Time	Both teacher managed the time by dividing the process into three parts: opening, main activity and closing	
b. Managing Individual, pair, group work	Teacher used individual work, pair work and group work	C#2D = Individual work Group work

	C#5C = Individual work
c. Monitoring activities	The teacher walk around the class, checking students' work and monitoring students' understanding.

In line with the finding of previous research which compare the effects of classroom management between novice teacher and experienced teacher. The feedback in the process or in the product could maintain the students' progress. In term of monitoring action, the experienced teacher builds students' awareness and the students attempted to learn and corporate with other students. The contrary of the finding of this research exist in previous research. The low discipline rule established by the novice teacher did not give much contribution to create a smooth teaching learning process. In fact, some students were chatting and disruptive. In term of managing activity, the novice teacher made students to be independent learners and the monotonous activity affect to students' boredom. In monitoring activity, the novice teacher just asses the students' involvement in the learning process.

4 Conclusion

The strategies conducted by the English teachers in class 2D are whiteboard and equipment use, establishing the rules in the classroom, providing feedback, gave rewards to the students. The teacher also managed the time for the learning process, and managed the activity in the class into individual, pair and group work. She monitored the class to check the student's work and understanding in the class. In the other hand, the English teacher in class 5C did all the strategies in classroom management strategies classification. She managed the seating arrangement based on the activities. The teacher managed the tidiness in the classroom, she used a whiteboard and other equipment. To make the learning process run smoothly, the teacher established the rules for the students. The teacher also provides feedback and reward. In order to achieve the aim of the lesson, the teacher managed the learning time, and the activities for the students. Last, the teacher monitored the students to check the students' understanding.

The teacher had several reasons for selecting this strategy: the teacher intended to support students in doing the task, wanted to see students' difficulties in doing the task, and the teacher want to monitor students to keep on task. The effects of applying the strategies for the students are varied: they were happy in the learning process, students knew the aim of the lesson, the class was more conducive as they felt comfortable in class. Because of the variety of media in the learning process, the students were happier if the teacher used interesting media, they were more focused on the lesson and actively involved in learning. In the psychosocial aspect, the students are more discipline because the teacher applied the rules. Additionally, they get used to good habits or practical things in life. After the teacher gave them feedback, they felt proud with their ability so it increased their motivation. For the higher class, the feedback built a sense of competition among students, they would feel they want to do the best. The reward from the teachers made the students happy and it also increased their motivation.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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