

BRIDGING A CHALLENGING ENGLISH TEACHING THROUGH WELL-PREPARED CLASSROOM MANAGEMENT

MOBIT

mobitovic@yahoo.co.id

PENDIDIKAN BAHASA INGGRIS-FKIP UNSIKA

ABSTRACT

English teaching stands with some consideration. The significant components which take influences in the teaching process are lesson plan and classroom management. Lesson planning and classroom management are inseparable, because the two terms link each other. Lesson plan takes role in how to conduct the classroom in the “second-to-second” of English teaching. Teacher would be guided by the lesson plan for some supporting components. The teachers’ classroom activities are influenced by the classroom management skills. classroom management comprises of how teacher should manage the students’ motivation, how teacher should manage the classroom constraints and how teacher manage their own role in the classroom. This article discusses the previous beneficial components that succeeds the English teaching in the classroom.

Key Word: Lesson Plan, Classroom Management

INTRODUCTION

Teachers may hesitate what is going to do when they come to the classroom without preparations. The preparations needed by teacher in teaching is not only the intended material (handout) but also what they are going to do while are performing in front of classroom. They are such as lesson planning, material, evaluation and classroom management.

Well-prepared English teaching will back teachers in their classroom activities. By preparing well, the teaching and learning process will run well, because a half of practice is preceded by good preparations. In day to day teaching, teachers should be guided by some components such as curriculum, lesson plan, and material which functions as guides in the following teaching activities. They who have preparations on what they are going to teach, still have to fulfill their lack of knowledge’s on how to teach well.

Teachers should be able to predict what is going to teach and what is going on within particular meeting which consists of some particular minutes or hours. In addition, complaint about teachers who teach fast could be avoidable. In my experiences, a teacher who teaches with the absence of preparation will fail in some aspect. The effect of the absence of preparation is like unstructured teaching, unready teaching, or finishing material that has been scheduled earlier (fast teaching). Fast teaching means while a handout in which is programmed to be taught in one period (four months, one semester, one year) but successfully taught in only several time due to a classroom miss-management.

Some research findings about lesson planning shown that teachers were not well prepared in teacher-education program for lesson planning (Tyler, as cited in Farrel, 2002). His experiences indicate that most teacher did same things, and might be some teachers in Indonesia have been doing the same experiences. We can reflect to our day to day teaching practice whether we have implemented it well.

Good teaching will be also influenced by how teacher manage the classroom. There are three influential aspects that need to be implemented by some teacher to gain good teachings. This article will cover discussion on the previous thing stated.

THEORITICAL STUDY AND DISCUSSION

1. Considering a Good Lesson Plan

Making up a lesson planning in teaching is inevitable. Lesson plan is a crucial requirement of teaching due to its functions that support teacher in minute to minute effort in the classroom. The benefits of making lesson plan up is to help teachers think about content, material, sequencing, timing and activities. Lesson planning also provide security in the unpredictable classroom atmosphere. It is also as a log of what has been taught. In addition, it can help a substitute to smoothly take over a class when the teacher cannot teach (Purguson, as cited in Farrel, 2002).

The shape of the lesson plan varies, depend on the institution. In Indonesia, for instance, lesson plan is obligated to be prepared by formal school teacher, ranging from Elementary schools to Junior High Schools. Unlike at a formal school which is striated rule to teacher, some non-formal institution is less care of the lesson plan making.

The lesson plan comprises of some core components in which some institutions based their own lesson plan form. The core components proposed by Scrum and Gilsan (as cited in Farrel, 2002) have been an inspiration to create lesson plans. The five components are perspective (opening), stimulation, instruction/ participation, closure and follow-up. They, for some local institution, have been an underpinning in which its lesson planning adopted with some local wise adaptation. The local wise (read: culture) should be the basis of changing of western idea lesson plan into the “Indonesian culture-based” lesson plan.

Considering local features to be the unique component in designing the lesson plan is very challenging. Teacher can modify the previous Scrum and Gilsan’s basic components with some local value, thought, idea, or culture to motivate students. Some local features could be inserted to the teaching stages such as praying, motivating short story, religion based expressions ect.

Some model of lesson plans have been proposed by some scholar such as Tyler’s and Yinger (Farrel, 2002). The pioneer lesson plan was proposed by Tyler’s consists of four sequential steps that is specify objectives, select learning activities, organize learning and specify methods of evaluation. His model that has been implemented distinctively by teachers consists of three stages. The first stage is “problem conception”. In the concept of problem conception, planning starts with discovery cycle of the integration of the teachers

'goal, knowledge and experience. He continued with the second stage that is the problem formulated and a solution achieved. Then his third stage is implementing the plan along with evaluation. The three stages are very central in the teaching because according to Farrel (2002) the events were influenced by what went on and what may happen in the future.

Lesson plan, as a guide for teaching practice, has been considered as "a path" of good teaching. However it is not the only one that makes a successful teaching because many teachers tend to deviate from the lesson plan they have prepared before. In spite of the deviation, teacher should do the effort to be ready to teaching. They preferred making some adaptations to the real conditions in the teaching rather than practiced the rigid written lesson plan. The research of the teachers' practices on lesson plan shown that many teachers when do write lesson plan, tend to deviate from the original plan. Furthermore, when teachers write daily lesson plans, they do not state them in term of behavior objectives, although they are taught this method in preserves teacher education courses (Richard & Lockhart, as cited in Farrel, 2002).

The findings of the research was conducted by Richard & Lockhart (Farrel, 2002), might be practically happened in Indonesia teachers. To prove the pinding, then we need to conduct a similar "following" research which focuses on the deviation of classroom lesson plan implementation to prove what have been resulted by Richard & Lockhart. Or for a tentative observation, teacher can do some reflections on what they have implemented in their lesson plan they have prepared.

2. Redefining Classroom Management

A successful teaching is not only due to the lesson planning. Teacher should do the management of classroom to create the comfort teaching. By implementing a good management on classroom, they are possible to make classroom situation conducive. Good classroom management determines the engagement of three aspect as proposed by Lewis (2002). He wrote the three aspects which attract teachers' attentions. Some teachers concern with the students' motivation, constraints and role for teachers.

The three aspects are the field in which some teachers should work hard on doing many activities relates to the teaching practice. To concern to the three aspects, teacher need to involve the understanding to the students well. Teacher should try to comprehend the students' background reason of their learning, if they come to study or course caused by their own willing or their parents.

3. Managing Students' Motivation

Recognizing of the students' reason on being English student is very beneficial to conduct the future teaching. By knowing their motive of studying, teacher can definitely determine the teaching strategy to be matched to the students. In addition, motivation is more specific than in a content-based subject (Lewis: 2002).

English, after the government of Indonesia implemented the 2013 Curriculum, has been attracted from the list of the current curriculum for the

elementary student. English just taught starts from Junior up to Senior High School. Accordingly, the absence of English at Elementary School (SD) has influenced the motivation of elementary students. Formerly, they studied English for the sake of score rather than the speaking competence. This policy indirectly has changed the motivation “maps” of students as well. Hence, for the case of the 1-12 years students, the role of parents dominates the motivation of English learning rather than either the school English score or their deep motivation of being good English communicator.

4. Managing Constraints

The English teaching of some institutions has a distinctive part of constraints. The common constraints faced by some English learning institutions are availability of learning resource, large classroom student, multilevel class, examination-oriented curriculum (Lewis: 2002). They might be found in some different countries, especially country in which English is not spoken language.

In the context of Indonesia, both government and some institutions (campus, school, courses) have their own constraints on day to day learning. Noor (2007) identified some general constraints in Indonesia such as the learning resources availability, teaching method, evaluation system, communicative-unoriented learning resources. Whereas, individually students have constraints such as un-confident to speak and pronounce, grammatical constraint, low motivation, and reluctant to make mistake in front of others.

Teacher sometime have self-constraints in teaching that have not been solved yet such as, insufficient preparation (material, media), insufficient facility, managing group works activity, and even determining seat arrangement.

To solve the ongoing constraint, for instance, teacher should take some strategy to dose. To solve the lack of resources, teacher could photocopy the unprovided material or the limited material to be the ready-made material, find an authentic material or even search the Google. To solve the teaching approach and methodology of teaching, teacher should make some various methodologies so that be ready to implement while the current methodology was getting stuck. The final strategy to overcome the abundant of constraints is creative thinking. Creative thinking (Lewis: 2002) will help teachers to choose appropriate activities such as; marking homework, solving a word puzzle, practicing English, answering students' questions, listening to tapes and writing letters.

5. Managing Teacher's Role

The role of teacher in English teaching is very central. The central of their role is not as a dominant figure in the classroom anymore. At the last decades teacher was not the most brilliant person in the classroom. Teacher will face the situation in which he/ she as good listener, good watcher or even he/ she could not answer the students' question.

Although teachers have significant roles in the classroom, as proposed by Brown (1994) such as authority figure, leader, knower, director, manager, counselor, guide, friend, confidante, and parent, teachers should be aware to the limitations. While having unplanned students' spontaneous questions, teacher

should be honest. If they could not answer at that time, teacher can say “Let me look that up so I can check all the details” (Lewis: 2002). That is why teacher should be able to take a quick decision on some developing class situation.

In summary, teacher will always face the unavoidable ongoing teaching problem. To encounter the emergence of some problems teacher should be familiar with the critical thinking.

In the context of teacher, critical thinking could help teacher to define new strategies in coping with teaching problem. Critical thinking as defined by Pither and Soden (Widodo, 2012) is the ability to identify and understand a problem or an issue and its associated assumptions, clarify, and analyze the problem by making use of inferences using inductive and deductive logic as well as judging the validity and reliability of the assumptions and source of information. Therefore, teacher will be ready to encounter the problem which emerged anytime of teaching.

CONCLUSION

Teaching is not only about knowledge, but also art. Accordingly, teacher could do some activities related to the teaching preparation. The preparation spreads from before teacher come to the classroom up to they are getting along with students in the classroom, even after the teaching and learning process.

Hence, teacher could start teaching from how they prepared the lesson plan, a guiding form that will guide teaching in the classroom activities. Even though the contents written in the form could not be implemented thoroughly, teacher should prepare as good as possible. It will guide teacher for “second to second” of the class meeting.

After preparing the “guiding form” that address teacher to good teaching, teacher should pay attention more to the classroom management. In this part, teacher has to manage the classroom in three aspects. The three of them are how a teacher should manage the students’ motivation, how to manage some constraints emerged in the classroom and how to manage their role as teacher in the classroom.

REFERENCES

- Brown, H. Douglas. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Prentice Hall Regents: Englewood Clift.
- Farrel, Thomas S. C. (2002). *Lesson Planning, in Methodology in Language Teaching, Richard, Jack C. And Willy Renandya, An Anthology of Current Practice*. Cambridge: Cambridge University Press
- Lewis, Marilyn. (2002). *Classroom Management, Methodology in Language Teaching, Richard, Jack C. And Willy Renandya, An Anthology of Current Practice*. Cambridge: Cambridge University Press
- Noor, Idris HM. (2007). *Model Pembelajaran Bahasa Inggris Terpadu di Sekolah Menengah Pertama, Pusat Penelitian Kebijakan dan Inovasi Pembelajaran*, Jakarta: Balitbang Depdiknas
- Widodo, Handoyo P. (2012). *Pedagogical Task for Shaping EFL College Student Writers’Critical Thinking and Self Voicing*, International Journal

of Innovation in English Language Teaching, Volume 1, Number 1, New York: Nova Science Publishers, Inc.