

# TEACHER DIFFICULTIES IN IMPLEMENTING CLASSROOM MANAGEMENT FOR YOUNG LEARNERS

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## ABSTRACT

Managing classroom to young learner is quite challenging for teacher and this is related to the ability of the teacher not only to control the classroom in order to help the young learners achieve the target of learning but also the learning process can be meaningful for each young learner. The purpose of this research is to discover teacher's difficulties in managing classroom for young learners. There were 3 teachers participated in this research. The data were gathered through observation and interview. Based on the finding, teacher's strategy in managing the class was choosing the material based on students' characteristics, making class agreement, seats setting.

*Keywords:* Classroom management; young learner

## INTRODUCTION

Since schools are formal educational institutions with the purpose of developing students' skills, those pupils must be able to perform duties in both their personal and social lives. Young students should be enthusiastic and study more. In addition to eager pupils, the learning process also requires enthusiastic young learners.

In the process of learning, teachers play a significant role. Teachers and young students engage as they go through the learning process. The teacher's position is crucial in the teaching of English in particular because they are the ones who instruct, direct, train, assess, and evaluate young students. The management of classroom activities requires English teachers to be competent and confident (Kesuma, Anas, & Hermawati, 2013: 30).

In order to accomplish teaching objectives, a teacher must be able to control a classroom that fosters and sustains ideal learning environments. The teacher's role is crucial in enhancing student learning; they are expected to be able to control the class and establish a productive learning environment. Young learners can learn in a difficult and engaging setting while feeling secure and satisfied that they met the learning objectives. According to Evertson and Emmer (2009:20), in order for learning activities to be successful, teachers and students must understand how to adjust, when and how to move around the room, where to sit, when they are permitted or maybe not disrupting the teacher, and an acceptable amount of time to spend on each activity.

In Indonesia, Elementary school (SD) is the most basic level of formal education. The time taken to follow the elementary education level is 6 years with the criteria for the age of school children ranging from 6 years to 12 years. The elementary school period is one of the adaptation periods for children in the surrounding environment. Therefore, at elementary school age children are able to be influenced by the surrounding environment both in terms of learning, behavior and language style. For this reason, changes in attitudes and behavior must be considered in detail in order to understand the characteristics of each individual, especially in the learning process approach.

In creating effective learning, a number of problems arise. First, teachers have not yet chosen the most effective learning strategy. Teachers only use traditional strategies to teach English, especially to younger students. Teachers should list all appropriate instructions for young learners. Second, teachers do not design the curriculum properly. Teachers do not plan learning activities appropriately. In fact, an effective teacher is one who always designs and plans good teaching. Third, teachers cannot create a safe and comfortable learning environment. Young learners often do not want to study in an environment that is too chaotic. The learning environment should provide a pleasant and supportive atmosphere. In addition, for English learning to be effective, teachers must pay attention to their role as the leader of the class.

Classroom Management is synonymous with management. The definition of management in general is that activities include planning, organizing, directing, coordinating, supervising, and evaluating. According to Lemlech (1979) "Classroom Management is the orchestration of classroom activities includes curriculum preparation, resource management, setting up the environment to maximum efficiency, tracking student progress, and foreseeing future issues."

According to this definition, what is meant by classroom management is a teacher's effort to organize classroom activities includes preparing the curriculum, arranging the learning processes and materials, setting up the environment to maximum efficiency, tracking student progress, and foreseeing potential issues. Therefore, it is important for us to know how to manage the class properly, the learning process can run well and effectively especially young learner who really need more effort for the treatment given.

Based on the problems above, I can describe some questions as follows:

1. What is the strategy of the teacher in managing the class?
2. What are the obstacles experienced by teacher when managing the class?

## **METHODOLOGY**

In this study, qualitative research was used. A qualitative research methodology is one that relies on qualitative data rather than statistical analysis as its foundation. According to Sujdarwo (2011), a qualitative approach is one that is founded on field facts and what respondents have experienced before looking for a theoretical reference. Research using a qualitative approach demonstrates evaluation techniques that result in descriptive information from people's written or spoken words and observed behavior. In this instance, researchers interpret and explain the data they collected through interviews, observation, and documentation in order to find comprehensive and understandable solutions to issues. The criteria of the research question are used to choose a qualitative research methodology.

The data collection technique used is purposive sampling. Purposive sampling is a technique of sampling data sources based on certain considerations. Some related considerations are who we select as informants or informants who are considered to be the most knowledgeable or competent in implementing classroom management. In the sample used in this study there were 3 elementary school teachers. The tool used in this study was the interview. The data analysis technique proposed by Miles and Huberman (2014) includes three activities, which are (1) data reduction (2) data presentation (3) conclusion. Where the interviews that have been conducted

were recorded using a recording tool. The interview was transcribed into writing and then analyzed followed by presenting the data and drawing conclusions.

## **FINDING AND DSCUSSION**

### **1. What is the strategy of the teacher in managing the class?**

Based on the results of research conducted through interviews with 3 teachers regarding classroom management before carrying out teaching and learning activities teachers usually prepare teaching tools that they will use later.

#### **- Choosing the material based on students' characteristics**

*"Before teaching, I first make sure that my teaching materials are in accordance with the characteristics of the young learners, because later we can adapt them to class conditions, how to manage the learning process" (R.1)*

Classroom management, especially during learning time, usually the teacher prepares everything starting from aspects of giving motivation in advance, materials to giving assignments at the end of the lesson. Providing motivation at the beginning of learning is very influential in arousing student enthusiasm, because young learners before carrying out this limited face-to-face learning, young learners have long been carrying out online learning which makes young learners less enthusiastic when facing face-to-face learning. This is an important point for the teacher to restore the condition of young learners. Therefore, they have limited face-to-face learning becomes effective and even better. The use of learning methods is also very influential in the teaching and learning process.

Every child has different characteristics, as a teacher must pay attention to each individual student before carrying out learning process. This observation is one of the classroom management that the teacher must carry out. When there are young learners who experience difficulties in

understanding learning, the teacher must be more swift in overcoming these problems. Therefore, young learners will feel that they are well guided by a teacher, not looking at anything.

*"Because young learners have different abilities and characteristics, as a teacher I have to manage the class then the learning process can be maximized, I usually do rollings seats, using different seating backgrounds therefore it is not monotonous in every meeting, I also choose an effective learning model for young learners" (R. 2)*

According to (Idhayani et al., 2020) learning management is to achieve a pleasant learning atmosphere first by preparing learning tools, media, and evaluation tools that are in accordance with the current conditions of young learners.

#### **- Seats setting**

Rolling seats is also one of the teacher's strategies in managing the class, this is intended therefore young learners feel a new atmosphere during learning process, so they don't feel bored. In addition, the teacher also arranges student tables and chairs with various models such as oval, line, semi-circle but still adapted to the conditions of the classroom.

In order to arranging seats, when there are young learners who do not pay attention during learning, the teacher immediately warns young learners to refocus on learning. The teacher not only provides apperception during learning the class atmosphere is more effective and can continue learning by doing ice breaking games that are initial enthusiasm and motivation. Therefore, young learners can continue to be active in class. The instructional dimension of classroom management includes teachers' works such as grouping and seating, regulating classroom routines, timing activities, setting up and sequencing tasks, giving instructions, providing feedback and monitoring the learner. (Elias and Schwab 2006, Emmer and Sabornie 2015)

*"If the young learners are starting to get noisy, I will do ice breaking and playing games. Then my young learners will pay attention again" (R.1)*

Providing motivation, ice breaking and games is carried out when the class starts to get out of control, whether it's noisy, walking to and fro, and so on. The game given by Respondent 1 was in the form of throwing a ball and it had to be caught by the child which caused a commotion in class and then asked simple questions for example "How do we call "Bola" in English?" then

children will pay attention to learning. This was intended for young learners do not make the same mistakes and build young learners understanding by seeing how far they understand what is being or has been conveyed.

### - **Class Agreement**

The thing that is most often done is also in managing the class by creating a class divider, this class agreement contains what young learners may and may not do in class, especially during the learning process.

*"The important thing about class management is that by making class agreements so young learners don't act as one wishes, these agreements are made with young learners, for example if they want to go to the toilet they have to ask permission first, they can't eat, they can't disturb friends etc." (R.3)*

On the other hand, Respondent 1 made a class agreement whereby before the end of the lesson the young learners were required to write down the few English words they had learned that day.

Class rules are a form of management that must be carried out then the learning process can run effectively and can create a safe and conducive environment. Therefore, learning can be more meaningful. This can also form a disciplined attitude and student responsibility by complying with class agreements that have been made together.

## **2. The obstacles experienced by teacher when managing the class**

The difficulties that are felt when managing a class are more about how to create a conducive atmosphere. The same thing was stated by 3 respondents in this study, all three of them had the same difficulties.

*"The difficulty in managing the class is when controlling young learners who need a little more attention" (R.1)*

*"There are some children who are really difficult to manage" (R.2)*

*"It is difficult to condition young learners and control their behavior" (R. 3)*

Respondent 2 also added that the factor of difficulties in managing the class not only from young learners but it was also can from the teacher. An effective classroom management can be

influenced through some factors, as Arikunto (1986:70). Some of which are related to the readiness of the teacher in teaching. Teachers are not ready to start learning and bring personal problems while on duty. This can disrupt the learning atmosphere.

## CONCLUSION

Based on what was found, it can be concluded that the teacher's strategy in managing classes for young learner is to prepare teaching tools properly, determine the right learning model, create a safe, comfortable and conducive environment for students by providing a different atmosphere. one of them is by setting up benches, doing ice breaking or playing games during the learning process then the young learners don't get bored, and making class agreements therefore students can be disciplined in obeying the rules then learning can also run well. The difficulties they face are more about controlling students. Therefore, there is a need for class management in order to make the young learners can be more organized and focused and can be cooperative during the learning process.

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