



The Implementation of Classroom Management during Teaching Practice in Micro-Teaching Class by English Department Students

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Abstract

Micro-teaching is one of the courses required for education students at the university. In Micro-teaching class, students practice teaching in a controlled classroom setting. In practice, students also learn how to manage the classroom. This research aims to examine the implementation of classroom management by students based on the six main areas proposed by Scrivener namely activity, grouping & seating, authority, critical moments, tools & technique, and working with people. Two English department students from K1-2021 who present a similar lesson plans will be observed, and the results will be processed using qualitative descriptive techniques. It can be concluded that out of the six areas, there are two areas that can be further explored: the activity area and the critical moment area.

Keywords:

Classroom management aspects, students

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INTRODUCTION

Given the importance of the teacher's role in achieving effective learning, such expertise can be acquired through micro-teaching classes. The purpose is to prepare students both theoretically and practically. These skills include familiarity with teaching methods, lesson planning, classroom management, and the delivery of instructional, transactional, functional, and monologic texts as required by the curriculum outlined in the Microteaching lesson plan.

During the performance, there are three sections to act which are warm-up, material, and wrap-up proposed by Scrivener (2011). For students to perform well, it is common and recommended to use engaging media to boost pupils understanding and attract their attention. By this practice, students may pretend to act as a teacher managing a small classroom for an estimated time limit.

Scrivener (2011) proposes six main areas of classroom management: the activity area, grouping & seating area, authority area, critical moments area, tools and techniques area, and working with people area. The outcomes of implementing classroom management can be seen in previous studies such as Lasari's (2021) on how lecturers at PGMI IAIN Batusangkar applied classroom management during the

pandemic, resulting in student learning outcomes improvement. Beside bringing satisfactory results, there are challenges to face during implementation, as highlighted by Nurhijjah (2019) in her research on two teachers at SMAN 1 Bantaeng. The findings revealed two problems in the application of classroom management which are student motivation and discipline issues. Regarding on the previous studies where the participants are mostly qualified instructor, the researcher aspires to find more of the implementation of classroom management specifically where it is done by students during teaching practice in micro-teaching class in which the environment of the research is more controlled.

METHOD

This study using qualitative approach to observed the data which is the analysis of students' implementation of classroom management while using descriptive method to systematically explain the data. The sample of this study are students from K1-2021 which are presented a similar theme of lesson plan, identified as Student A and Student B. The data collection techniques used are questionnaires and observations and analyzed through three step of data analysis which are data reduction, data display, and verification.

RESULT AND DISCUSSION

Research Finding

Activity Aspect

Student A from K1 A and Student B from K1 B began their classes by greeting the students and posing engaging questions related to the lesson topic. Then to give a bridge in the motivation stage, student A showing gesture thumbs up and thumbs down which indicate expression like and dislike, while student B asked, "do you like cakes?" question to stimulate students.

They utilized multimedia resources to stimulate student interest before establishing learning objectives, with Student A showing videos and Student B presenting pictures of various foods and fruits. Both students incorporated gestures to enhance their explanations of expressions related to likes and dislikes. To show like put a thumbs up and thumbs down for expressing dislike. Student A prompted students to identify such expressions in provided dialogues, while Student B engaged students in practicing these expressions in a drill format.

Following this, both Student A and Student B provided clear instructions, with Student A notably offering detailed explanations and demonstrating the tasks. As students doing the assignment, Student A monitored silently their progress then later noticed some students asking questions regarding the exercise. Conversely, Student B opted to engage actively, aiding students who required help by saying "Is there anything you want to ask?"

Throughout the observation, Student A imposed a time limit to conclude the activity by warning students with "5 more minutes!", whereas Student B omitted this step as the activity was less demanding. In concluding the lesson, both Student A and Student B offered insights on the learning experience, with Student B affording students the opportunity to participate by giving example sentences to express likes or dislikes. "Iya, Yuni. Give me one example!"

Grouping & Seating Aspect

Throughout the lesson, both students instructed the class to collaborate in groups. Student A formed students in a group consisting of four individuals, whereas Student B arranged her students to work in pairs. The observation shows how Student A adjusts students' seating arrangement into a circle by uttering "Ok. Now, we will work in groups of four and sit in a circle.". While Student B did not bother to adjust the seating positions of the students since the grouping is in pair form and sit next to each other by telling her students "Work in pairs with someone next to you."

Authority Aspect

In asserting their authority, the observation showed how student A designated a representative from each group to step forward and confirm their comprehension of the lesson material in front of the class. On the other hand, Student B demonstrated authority by instructing students to read the dialogue and provide examples of expressions conveying likes or dislikes by saying "Alma and Vani can you read the dialogue?"

Critical Moments Aspect

During the observation, the researcher did not really identify any critical moments that interrupted the continuity of the learning process. However, the observation showed how student A was able to give a quick respond when students from K1 A emitted quite a loud noise during discussion and began to chatter with each other out of high spirit, in which she clapped and said "Okay. Students, attention please!" as a response. While student B did not experience any kind of this situation.

Tools and Techniques Aspect

Both Student A and Student B utilized engaging and appropriate multimedia resources to support their teaching. However, they both overlooked the primary tool available in the classroom which is the whiteboard. Student A incorporated audio-visual media, a video of dialogue regarding like and dislike in a restaurant, and exercise sheets as instructional aide, while Student B used visual materials, pictures of foods, to motivate students and audio-visual media, a dialogue talking about ones' preferences, to facilitate exercise activity.

Several techniques, including using silence, varying voice tones and intonation, and utilizing gestures, can be effective in classroom management. For instance, Student A employs silence and speaks in a different tone to manage classroom situations, also checking for student comprehension by requesting raised hands. For instance, student A used cheerful tone while explaining and asking students throughout the learning process but went silent and whispering to gather students' attention. Meanwhile, Student B utilizes gestures to aid student understanding of the lesson material, by showing students to put a thumbs up for like expression and thumbs down for dislike expression.

Working with People Aspect

Establishing a positive rapport between teachers and students can be exemplified through expressions of appreciation and attentiveness. In the observation, Student A was observed offering positive reinforcement to students through applause. In the end of the lesson, student A appreciate students of K1 A by telling them "You are clever students. Thank you for your participation" and end it

with clapping. Conversely, Student B demonstrated this by encouraging fewer active students to participate, thereby enhancing overall student engagement. Student B telling the passive students “Ayo coba, give me one example of like or dislike!”

Discussion

Activities aspect

According to Scrivener (2011), there are six stages of activity in learning. The first stage is preparation before the lesson. At this stage, the teacher must develop a lesson plan outlining the content and activities for the class. During the observation, it was noted that both Teacher A and Teacher B had prepared lesson plans for the teaching practice sessions and had submitted it to the supervising lecturer beforehand. This finding aligned with Popescu (2014) where 82.93% of his respondents agree that the activity of lesson plan is crucial.

The second activity was in class, where Student A utilized conversational videos and Student B presented images to stimulate discussions in line with the learning objectives. This technique of using attractive media is also has been done by in Putri & Adnan (2020) where she found that during the observation of the study that Teacher A using PowerPoint during game session resulted in students more actively involved in the classroom. Unlike the situation where Teacher B only explains and asks her students to have discussion. The third stage involves setting up the activity in which the teacher provides instructions to the students for the planned activity. During the observation both students provided clear instructions because they were delivered slowly and clearly. However, Student A provided exceptionally good instructions because they were accompanied by gestures demonstrating how to complete the task. This phenomenon also showed in Schneiderová (2014) when all her pupils finally understand the instruction that given after she demonstrate the action on second attempt while before that only one of her pupils understand the instruction that delivered without any gesture or movement.

After students understand the instructions, the phase of run the activity will take place. In this phase, the teacher needs to monitor the students according to the situation, as exemplified by Student A who discreetly monitors the students and waits for them to ask questions themselves, while Student B takes a more active approach in aiding the students. Schneiderová (2014) also done the monitoring activity in her classroom where she found one of her students who finished the exercise early will eventually get bored and possibly interrupt others. Therefore, one of the things that a teacher could do is give them another activity to do.

After completing the exercise, it is advisable for the teacher to give students time to finish their activities, which is referred to as the close activity phase. At this stage, only Student A imposes a time limit on the students during their activities, while Student B does not. This is in line with Popescu (2014) findings where most teacher trainees agree that ensuring the time spent on each activity in class is crucial. Even slightly concerned about time management in organizing and distributing materials.

The final stage of the activity aspect is the post-activity phase. Scrivener (2011) proposed that this stage takes place in the end of learning activities as a closure of what students have learned. However, most studies only highlighting activities at the beginning and during the learning process without doing deeper observation into the final phase of learning. Even Schneiderová (2014), who uses Scrivener's classroom

management theory, focuses more on issues such as one student who often interrupts the class and be an attention seeker.

Grouping & seating aspect

Both Student A and Student B conducted student grouping during the lesson. Student A formed a small group consisting of four individuals, while Student B arranged pairs. This inclined with Mudianingrum, Evenddy, and Rima (2019), the teacher was able to make the classroom attractive by making student to work in groups.

However, even though in the findings researcher finds that only student A made her student seat in circle. The action of student B, to let her students sit without any specific seating pattern, turns out to be one of the effective seating layouts proposed by Wright (2005).

Authority aspect

The student demonstrates authority by requesting representatives from the formed groups to present the exercise results and their comprehension of the lesson material. Conversely, Student B exhibited asserting authority by instructing students to read the dialogue and generate example sentences using expressions of likes or dislikes. This discovery illustrates the teacher's adeptness in asserting authority effectively which in line with scrivener theory yet denied by Popescu (2014) for the finding of his study shows that teacher trainees prefer to see the act of enforcing of authority done by others and not teachers.

Critical moments aspect

There happened to be unsettling events that may potentially become critical moments in the learning process, however student A swiftly handled such conditions calmly. Student A chose clapping as an action to break the noise and gather student's attention back at her. Schneiderová (2014) also uses some clap or tap patterns to gain students' attention as suggested by experts. Using this method, students are supposed to follow the pattern and by doing so, their attention is focused on the teacher. As for student B, there are no such moments that take place during the lesson therefore no action that needs to be taken.

Tool & techniques aspect

Both Student A and Student B did not utilize the board during the observed sessions. Student A opted to employ audio-visual media for initiating discussions at the start of the lesson and utilized visual media, such as exercise sheets, for the main task. Meanwhile, Student B utilized visual media to emphasize the learning theme and relied on audio-visual media for conducting exercise activities. Such phenomenon also showed in the study of Putri & Adnan (2020), where one of the teachers refuse to use board as, in her opinion, it is not as attractive in comparison with other media. While at the same time, another teacher incorporates boards to help the improvement of students writing skill.

The efficacy of the learning process hinges on both verbal and nonverbal communication. The findings of research show that using gestures and varying tone of voice will help in better engagement with students. This is supported by Zeki (2009) in his study, stated that teachers who use body language, especially maintaining eye contact, can help students in understanding the lesson better.

Working with people aspect

The finding of this area of classroom management shows how both students give correct and respectful respond to each of their students' behavior. This inclined with Popescu (2014) in his study where teacher trainees, as the objective of the research, mostly agree to the idea of building a positive relationship with students as it is the responsibility of teacher. Moreover, in Mudianingrum, Evenddy, & Rima (2019), students' participation in the classroom is affected by how teachers interact with the students.

CONCLUSION

This study shows that student A and student B have done a good implementation of classroom management aspects. Both students showed a diverse way of implementing classroom management yet still in line with Scrinever theory. However, during the observation, critical moments aspect has not been truly explored in due to the controlled environment of the classroom and both did not truly utilizing the board that oftenly mention by Scrivener in tools aspect. Therefore, a deeper research regarding both of this aspect can be done in the future research.

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