
CLASSROOM MANAGEMENT: DEALING WITH STUDENT'S MISBEHAVIOUR IN TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)

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Abstract

Young learners are terms for children age 4-6 years old. Teaching English to Young Learners (TEYL) mean to prepare them to join primary or secondary school. The purpose of TEYL improving students' soft skills such as good manners, common sense, empathy, and the ability to be cooperative with the teacher and friends in target language. In this point, a good teacher should provide creative and consistent classroom activities in order to produce smart, independent and discipline students. There are few things that we need to consider in Teaching English to Young Learners (TEYL); (1) is earlier really better? (2) Characteristic of young learners, (3) How children learn, and (4) Language learning environment. The biggest problem that teachers usually face are the characteristics of young learners such as loud, hyper, can't sit still, too talkative, easily distractive, fun, social, curious, energetic and spontaneous. Smart young learners are easily bored if there is no challenge in the materials or the activities in the class are not fun enough for them. One of the best solutions to solve the problem as well as create smart, independent and discipline students that have been used in TEYL is managing classroom rules. The rules are (1) listen to the teacher, (2) sit down in your chair, (3) Speak English, and (4) be nice. Using classroom rules have been very useful in improving soft skills in TEYL.

Keywords: *Soft Skills, Classroom Management*

1. INTRODUCTION

Classroom management is the basic teaching method for teachers. Especially when the teacher dealing with young learners, age 4-6 years old. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior (Sally & Lyne, 2012). Behavior typically occurs because of some environmental signal or behaviour that has been rewarded in the past.

The purpose of teaching English to Young Learners TEYL is to improve their confident in speaking the target language. As we acknowledge, most of the kids might have no experiences in writing, some of them somehow doesn't know how hold pencil, or read books. However, the teachers have to teach them every skills; listening, speaking, reading and writing. By using simple materials, TEYL teachers have to able to improve their soft skills in speaking as well as their capability in adding new language.

Surprisingly, TEYL is really fun because it is the golden age – the age where children can learn anything easily. Even so, there are so many teachers complained about TEYL because the biggest challenge is not only about teaching the materials of the new language, but also managing their behavior in classroom. Teacher needs to comprehend language learning principles about children behaviour and their capability in their age in order to do better classroom management. those principles are; (1) Children learn through experiences by manipulating surrounding objects. (2) Children learn through social context, in groups in which they know with one another. (3) Acquisition takes place when learners comprehend how the language is used. (4) Acquisition takes place in social interaction.

In this case, it will be easier to deal with unsuitable behaviour in classroom if teacher understand students' needs and basic behaviour at their age, Such as; Young learners tend to always have something to do; youg learners should always need challenge. They will play around and ignore the

teacher they are bored; Lots of children can mean lots of noise. It will need sometime to gain their attention, but it will be fine as long as the instruction is clear and consistent.

However, TEYL is not as easy as it sound. How do you react when three of them are crying and don't want to be there? What do you do when they start crawling under tables or throwing bits of paper? How do you deal with the children who don't want to say or do anything? And how do you organize when the students cannot sit still, or keep sepaking in their mother tounge language?

Classroom Management in TEYL

The basic principles in Teaching English to Young Learners (TEYL) is knowing the kids. Young learners in paper refers to kid age 4-6 years old which is known as golden age. According to Piaget (1970), kids were active learners and thinkers, kids construct knowledge from actively interacting with the physical environment in developmental stages. They learn through action and exploration. Vygotsky (1962) believed that kids are learning through social interaction between them and adults (teachers). Meanwhile, Bruner (1983) stated that kids learning effectively through scaffolding by adults; the roles of adults (teachers) were affecting their passion in learning. However, Teacher has improtant roles in building students behavior towards learning especially in establishing their confident in speaking the target language.

Classroom management is one factor that determine the success of the teaching-learning process. In language classrooms in which the students are speaking different language and expected to communicate in the target language. Therefore, there must be such a situation available for the students to learn. Therefore, the TEYL teacher should have things that Scott and Ytreberg suggest as follows.

- a. Teacher should have the ability to sing, dance, tell stories, and creat fun activities.
- b. Teacher should have given the equal attention to every student. Teacher respect the student by giving them the fairness.
- c. Teacher should be able to give young learners the feeling of save, by sorrounding them with the plasant and familiar physical respond.

According to Krashen (1982), whose done natural approach to kids, they are considered natural language learners because they can learn faster and with much less difficulty than adults. The challenges of teaching young learners are giving them natural enviroentment, meaningful learning, enjoyable and continues process. Teaching should be focused on children and on the development of their communicative skills that will enable them to communicate meanings and messages in real social contexts (Faircloth, 2009).

2. RESEARCH METHOD

The young learners was chosen from age 4-6 years old, at English First Padang. Those students were taking classes at the Small Stars (SS) group, which consist of 6-10 students in each classes. Some of them were the first learners, but they already know to hold pencil to write, use crayon to write, or use scissors to cut. This study intended to improve teacher's classroom management in teaching young learners because it is, however, the biggest challenge in teachers' carrier path.

The classroom activities were prepared by the teacher as provided by the course map or curriculum at school. In fact, the teacher build their classroom management by giving the students, daily routines and disciplin activities. the data would have been taken from the teacher's notes and stories after each classes. The procedure was the teachers built the routines, did the same acivities in every meeting, made some changing if needed.

All teachers in the school were using outstanding methods such as the total physical response and the natural approach help kids learn the language in such a way (Roof & Kreutter, 2010). Especially for the new classes, the teacher needed to pay attention how long it was taken for the tudents to actually follow all the instruction, and what changing did the need along the time in teaching.

Applying TEYL in Classroom

When we were conducting specific routines, there were two kinds of group. The classes that just opened and the classes that had been half way. For the new class, it took at least two weeks, (4 meetings) for them, to get used to the activities built by the teachers. Meanwhile, for the half way classes, it took at least three weeks (5-6 meetings). The delay was happening because the students already used to with inconsistent routines. So, it's better to conduct the routines and discipline on their first meeting.

The procedure

In the beginning of the lesson, teacher is someone new in students's life, as well as new environment. The students will learn how to be away from their mother, be able to do new things and learn new language. It is the main reason that it is such a challenge for the teacher needs to build trust that they are in a safe room with new rules. According to Şallı-Çopur (2008a) there are basic activities that teacher can do in the first lesson; (1) When they come into the classroom be there to welcome them and use their names as much as possible. (2) Be consistent of the routines to introduce new language or explain rules to games etc. (3) Have some quiet children's music playing while they come into the classroom to make the environment more welcoming.

There are two activities can be done in dealing with young learners as well as improve teacher's classroom management; building routines and establish discipline. Routines is very important. It should be consistent and the same to begin and end the lesson in the same way each time. The more children are familiar with class routines the easier they are to manage. The first meeting is the most important and perfect timing to introduce your routines, because when the children is set up with one routine, they will remember and it will be hard for teacher to change it later. The examples of routines in TEYL;

- You could have a 'hello song' as the opening and then the children and teacher can sing it together.
- Managing classroom rules as needed. the basic class room rules are; (1) Listen to the teacher, (2) sit down on your chair, (3) always speak English, and (4) be nice. The teacher has to physical action in order to comprehend the new language to the students.
- At the end of the lesson you could have a 'goodbye song', sing the song together with them, simply a mini-conversation 'Thank you. See you next week. High five. Let all the students get out of the room before the teacher.

Encourage the students to be discipline. In order to pursue discipline activity, a good teacher must have a system; the students need to know what they are doing, what do the teacher expect from them and give them reward is better than punishment. Example of the activities that have been useful in TEYL is as following.

1. **Sitting arrangement and line up.** The students need to comprehend daily routines established by teacher in the classroom activity. The teacher has to be consistent with the order the sitting arrangement; when do they need to sit on the chair? when do they need to sit on the floor? when do they have free activity, such as running, jumping, or walking around? Noted that it is fine to change their sitting arrangement if they are easily distracted or being misbehave if they closed to certain students. The also need to recognize whether they need to line up in some activity or compete with their friends. All the instruction must clear and consistent in every activity in the classroom.
2. **Reward and punish them with stars.** One of many ways in rewarding the students is by giving them stars. As soon as the class begin, teacher can take the students attendance and write their names on the board. Give them two or three stars, to begin with, then add more star if they followed the instruction as a reward or erase the star if they did not do activity given as punishment.
3. **Red card.** This is one way to inform the parents that the student has been done unsuitable behaviour or lack of disciplines. The purpose of giving this card is to ask their parents help. First, teachers need information from parents whether they are aware of their kids behaviour. If they knew, teacher need to dig more information about the way to deal with the kid. Second, teachers figuratively need the parents' help to be present in the classroom, as needed to minimize the damage that the students caused.

4. **Teacher should establish memorable class rules.** Do not give to many rules, be simple and understandable. Teacher should do some gestures to establish better comprehension for the students

Result

The biggest challenge for the teachers were giving instruction target language. The young learners had to be introduced to target language as soon as they step in classroom, no more mother tongue or Bahasa Indonesia. In order to provide better comprehension, teacher has to be patient, consistent, and continues. Teacher should have never given up in one time trial, the kids only needed time to adjust what teacher expected from them.

The most important thing that the young learners needed in learning target language were time and trust. They might be confused in the beginning because teachers only spoke in target language, but as they were in golden age; consistency and discipline activities given along with simple and clear instruction will help them gaining better comprehensive knowledge. As soon as, both teachers and students were developing in getting used to the routines, teaching-learning process will be flawless, enjoyable and fun.

CONCLUSION

The biggest challenge in teaching young learners is dealing with misbehaviour that might happen in the class; the student sometimes cry, or doesn't want to be in classroom, or doesn't want to follow the instruction, or being a distraction for other students. To arrive at the intended goal of the teaching-learning of English at elementary school, there are several factors which need to be considered. Those factors are the theories of the teaching of language to young learners (in this case, elementary school students), the management of English classroom and atmosphere, and factors to consider in designing the activities.

In general, teachers should plan comprehended the theories of TEYL, learning English through activities in social contexts to encourage students to speak the target language as well as manage the classroom to be saved for young learners. The teacher should be consistent and continues in classroom management, especially in building routines and establishing discipline. The teacher should never give up in one time trial, because the young learners need sometime to adjust. Therefore, to meet the goal of TEYL, the English teachers should have understood that students' development related to not only language ability in general but also their soft skills – especially the students' behaviour towards their social activity.

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