

TEACHERS' CHALLENGES IN CLASSROOM MANAGEMENT IN TEACHING ENGLISH AT SMKN 8 BULUKUMBA

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Abstract

Challenges of teachers in classroom management teaching English in SMKN 8 Bulukumba. All foreign language teachers face challenges in teaching and managing their classes. The objectives of this study are: (1) To investigate the teachers and their challenges in teaching English in SMKN 8 Bulukumba. (2) To investigate the challenges faced by English teachers in classroom management in SMKN 8 Bulukumba. The subjects of this study are two teachers who teach at SMKN 8 Bulukumba. In terms of teachers' difficulties in managing classrooms, teachers are faced with students' lack of motivation to learn English and students who disrupt the class while studying. About some of these challenges, it seems that there are many challenges in teaching and managing lessons when teaching English in the classroom.

Keywords: *Challenges, Teaching English, Classroom Management.*

INTRODUCTION

It is important to implement ideal teaching tactics in the classroom and emphasize that while the curriculum, facilities, and pedagogy are effective, it is the teacher who makes the difference in student preparation. Teaching English in an ESL country is not the same as teaching English in an EFL country. Teaching English means a challenge for teachers because English is claimed to be a foreign language in Indonesia. Education works with students to enable each person to learn, grow, and develop. The entire teaching and learning process, including learning to teach English, requires effective classroom management. This professional school has a curriculum and specific educational objectives that are focused on preparing students to face the world of work. The challenges in managing English language teaching in vocational schools may not be the same as in other schools because of the emphasis on professional competence. The vocational high school English curriculum is better adapted to the needs of students and the world of work. Students at vocational schools tend to place more emphasis on career preparation than students at other levels of education. Educational administrators need to pay attention to teachers' challenges to respond optimally and improve the quality of English language learning. Based on these questions, some problems need to be considered in the context of the potential of English language teachers as well as challenges in spreading the potential and increasing students' ability to learn English in the classroom. Through this research, the researcher aims to analyze 3 things: teacher challenges in English education, teacher challenges in classroom management, and teacher tactics for overcoming challenges in classroom management.

LITERATURE REVIEW

1. Teaching English

The teacher's main task is to teach students, that is, to motivate them to actively learn so that their potential is optimally developed. M. F & Ball, L. D (2009) D (2009), "Teaching"

means helping others learn something and is a daily activity that many people engage in regularly, allowing students to learn the material and help convey it. Therefore, the core of the teaching process is none other than the students' learning activities to achieve the teaching goals. (2) Teaching English as a Foreign Language (TEFL) The study of English by non-native speakers in places where English is not the main language is called English as a Foreign Language (EFL). (3) Teaching English to Speakers of Other Languages (TESOL) focuses on methods and practices for teaching English to non-native or ESL speakers. It is widely used by teacher training institutions, English teacher trainer training programs, and language learning organizations targeting developing learners (Lin & Chien, 2010).

2. Classroom Management

Harmer (2014) states that “classroom management, the ability to control and inspire the classroom, is one of the basic teaching skills. Delceva, J.D., and Dizdarevik (2014) argue that classroom management is a process that includes different activities performed by teachers and students, and teaching subjects must be appropriate to their needs and abilities. students' abilities and subjects have previously established educational goals. Garret (2014:3) states that classroom management is a process that includes the following five elements: (1) Organization The physical design of the classroom i.e. the classroom layout, where student desks are located, where teacher desks are located, where learning centers and materials are located, etc. (2) the Rules and habits are often related to overall behavior. Habits are much more specific to certain tasks and often provide instructions on how to complete those tasks rather than seeking to prevent a particular behavior. (3) The development of relationships Caring relationships are often overlooked in conversations about classroom management. (4) implementing engaging and practical teaching methods, which means students can participate actively, interestedly, and motivated in the lesson (5) solving disciplinary problems, which is the action that a teacher requests from a student (or a group of students) after a student's behavior disrupts ongoing educational activities or violates rules pre-established by teachers or school management. or society in general. However, according to Evertston & Weinstein (2006) in Garret (2014: 2), they emphasize that classroom management has two goals; (1) Create an academic learning environment such as reading and writing, reasoning, science, mathematics, social studies, etc. (2) Create a social-emotional learning environment, social-emotional learning promotes development in social areas. skills and ability to express emotions skillfully. Macias & Sanchez (2015) identified several challenges teachers face in classroom management. (1) Classroom environment. Classroom management challenges that teachers often encounter, regardless of the school context, range from inappropriate classroom environmental conditions. (2) Obvious student misbehavior may range from distracting talking to serious misbehavior, such as talking to oneself, persistent inaudible reactions, sleeping in class, and being reluctant to speak the target language. According to Arianti et al. (2014), classroom management strategies are tools that teachers can use to create such an environment, from activities aimed at improving teacher-student relationships to rules aimed at Adjusting student behavior.

While Agus (2015: 6) states that: “When establishing collaboration with students, the strategies adopted by teachers are: (1) Establishing good relationships with students, (2) Strive to understand students' circumstances, (3) Master material and interesting presentation, (4) Use diverse teaching models, (5) Provide special supervision to students born with problems.

3. Concepts of Challenges

Malone In Charikor (2019), considers the concept of a challenge as a “task” that requires effort and has no guarantee of success. The importance of issues in this study refers to the challenges teachers face in classroom management in English classes. Teaching is a complex task because it requires skills, thinking, decisions, and actions (Lamatokan,2018).

According to Songbatumis (2017), there are several challenges in English teaching: (1) lack of teacher training, (2) overcrowded classes, (3) lack of vocabulary, (4) English instruction, (5) limited access to resources, (6) language issues, and (7) psychological issues.

METHOD

1. Research Design

The researcher applied a qualitative research design with an analytical description method in this research. Qualitative research is collecting, analyzing, and interpreting comprehensive narrative and visual (no numerical) data to gain insights into a particular phenomenon of interest (Gay, 2006). The purpose of using this method is to provide a more detailed explanation. Thus, the final results of the research can be easily understood.

2. Time and place of the research

This research was conducted research in August 2023, taking place at SMKN 8 Bulukumba in the academic year 2023/2024.

3. Population and subject

The research population is all the English teachers of SMKN 8 Bulukumba, which consists of two teachers. This technique is known as saturated sampling; Sugiyono (2013) determines subjects when all members of the population are used as subjects. In this research, the term subject is called participant.

4. Variable of the research

- a. The teachers' challenge in classroom management in teaching English
- b. The teachers' strategies in classroom management in teaching English

5. Instrument of the research

This research used an interview as the instrument and observation to support the data. Observation as the instrument of collecting data was used to organize individual behaviors and the process of observation activity in real situations. Interview used in this research is semi-structured interviews that include in-depth interviews. Semi-structured interviews are used due to their flexibility. In addition, the researcher added some follow-up questions if necessary.

6. Procedure of data collection

First, the researcher meets with the headmaster and is asked to conduct the research. Second, the researcher meets the teachers and explains the purpose of the classroom observation and how to conduct it. Third, the researcher observes the teacher when they teach the students. Then, the researcher observes and interviews the teacher's indicator of classroom management. And the last the researcher concluded that the study's findings were based on the data and the researcher's perspective.

7. Technique of data analyses

The researcher analyzes qualitative research data from Gay (2006). The steps could be seen as follows:

- a. Transcribing

The first step in the analysis is to write a transcription of the interviews that have been conducted with the teachers to get an initial overview of the data. It is important to write notes in the margin or underline important parts or issues about the data.

b. Describing

The next step is to describe the classroom management used by the English teacher in teaching English, the problems faced by the English teacher in managing the classroom, and the strategies that could form the results of observation and interview.

c. Classifying

Data analysis is a process of breaking down data into smaller units. Classify the teachers' challenges and strategies in classroom management in teaching English into sentence form, which aims to analyze or categorize the research question and interpret the result of an observation and interview data presented in the report.

RESULTS

1. Teachers' challenges in teaching English

Data about teachers' challenges in teaching English was obtained through observation, and interviews. The following are findings obtained by the researcher after conducting research on teacher challenges in teaching English.

a. Lack of teacher training

The results of the observation are the teacher delivers lessons very well. Before the lesson begins, the teacher first prepares and studies the material that will be presented. The teacher also masters English well, when one of the students asks about material they don't understand, the teacher can answer the question even though the language is mixed with Indonesian. English teachers have also taken part in seminars on the latest curriculum implemented in schools. This is also supported by the results of interviews with the first teacher whose results are as follows:

"kalau di SMK sendiri kan sejak tahun 2020 kita telah menerapkan kurikulum baru yaitu kurikulum Merdeka semenjak itu kita sudah beberapa kali mengikuti pelatihan dan seminar". (T.1. 21/08/2023)

b. Crowded classes

Through observations, researchers found data about crowded classes as follows: there were more than 20 students in each class. Class 10 PPL B has 27 students, while class 10 PPL A has 30 students. With this number, teachers can still teach them well, The number of students in one class is also by government decisions which regulate the maximum number of students in one class not to exceed 32 students. based on the results of the interview with the second teacher:

"kalau dari jumlah siswa di dalam kelas sya rasa masih lancer yaa dalam proses belajar mengajarnya kan dari pemerintah juga di atur tidak boleh lebih dari 32 orang" (T.2. 21/08/2023).

c. Lack of vocabulary

The observation results are during learning activities, students seemed to lack mastery of English vocabulary. for example, when the teacher asks students about examples of words that contain praise, there are still many students who cannot answer them. Researchers also found additional data from interviews with the second teacher, as follows:

"kalau dari siswanya, seperti yang saya bilang tadi di sini siswanya tingkat pengetahuannya tentang Bahasa Inggris itu berbedfa=beda bisa di bilang masih kurang dan masih banyak siswa yang masih terbiasa dengan Bahasa ibu yaitu Bahasa daerah Bahasa konjo" (T.2. 21/08/2023).

d. English exposure

The observation result is that in the teaching process, teachers more often use Indonesian in explaining the material presented. However, when the teacher speaks

English, the students look confused and don't understand. The result of an interview with the second teacher is as follows:

“kalau untuk pelajaran saya sendiri yaitu bahasa Inggris memang agak sulit di sekolah apalagi kita yang memang di perkampungan yang media untuk berbahasa inggris itu kurang, wadah untuk pendidikan extra juga tidak ada dan ilmu bahasa inggris yang didapat waktu SMP itu masih kurang” (T.2. 21/08/2023).

e. Limited resources accessibility

The results of the observations were Teaching and learning activities in the classroom went well, and the school provided quite complete teaching facilities such as LCDs and audio players. The learning resources used by teachers are books provided by the government, teachers also use videos as learning media. Based on the results of interviews with the second teacher, she also revealed that:

“Kalau masalah fasilitas yaa Cuma itu dari siswanya yang tidak semua menggunakan gadget, kalau fasilitas sekolah mungkin sudah memadai mulai dari fasilitas kelas dan buku” (T.2. 21/08/2023).

f. Linguistic issues

The result of the observations was found that the teacher delivered material in English mixed with Indonesian. The teacher also seems to master English well. The teacher uses simple vocabulary when presenting the material.

“sebenarnya di awal pembelajaran saya berencana membawa materi full Bahasa inggris tapi Ketika saya mengajar banyak siswa yang masih kurang pemahamannya dalam Bahasa inggris, jadi saya mencampur Bahasa inggris dan Indonesia saat mengajar Bahasa inggris” (T.1. 21/08/2023).

g. Psychological issues

The result of the observations was found there are active and passive students in the class. Active students tend to often ask the teacher about material they don't understand and active students are not shy about expressing their opinions in front of the class. Meanwhile, passive students tend to be quieter and more embarrassed to raise questions and opinions in class.

“siswa yang tidak aktif itu mereka yang cenderung diam di kelas, passif untuk bertanya dan juga passif untuk memberikan pendapat. Terkadang alasan mereka diam itu karena mereka malu untuk menyampaikan pertanyaan atau pendapatnya, biasanya kalau siswa yang tidak aktif itu saya sering memberi pertanyaan supaya saya bisa tau apakah dia paham materi atau tidak, dan biasanya siswa itu bisa menjawab pertanyaan saya”. (T.2. 21/08/2023).

2. English teachers' challenges in classroom management

a. The classroom environment

The researcher found that the classroom environment was obtained from observations in the second teacher's class. The facilities in the classroom are quite good. There are several learning support equipment in the classroom such as audio speakers, LCD, and WIFI which make it easier for students or teachers to carry out teaching and learning activities. There is also an AC or fan which can make the classroom environment not feel hot and the classroom conditions are always clean. Learning activities in class run smoothly.

“kalau fasilitas sekolah mungkin sudah memadai mulai dari fasilitas kelas dan buku”. (T.2. 21/08/2023).

b. Students' attitudes and language level

The result of the observations that motivation when studying in class varies, some students are very enthusiastic about participating in learning, as evidenced in

class when the teacher asks questions, students answer correctly and some students are less focused on learning so they pay less attention to explanations and questions. *"...di sini agak susah di dalam melakukan manajemen kelas karena melihat dari kondisi peserta didik yang tingkat kemampuannya beragam. Terus kedua itu motivasinya memang kadang itu anak-anak timbul tenggelam apalagi kalau bahasa Inggris ya". (T.2. 21/08/2023).*

c. Students' explicit acts of miss behavior

The result of the observations was that teachers were able to organize the class well, where the class looked conducive to good student activity. The teacher is also able to convey the material well, where the teacher conveys the material in points that are easily understood by students. With good delivery conditions by the teacher, the researcher also found that there was interference from students during learning activities.

"kalau masalah itu memang ada siswa yang biasa mengganggu kegiatan belajar dikelas, misalnya berbicara dengan nada yang keras atau bercanda dengan teman-temannya dan biasanya saya menegur dengan cara memanggil siswa tersebut dan memberi pertanyaan". (T.2. 21/08/2023).

3. The strategies used by teachers in facing challenges in classroom management.

1. Make students active in learning activities in teaching

During the learning process in class, the teacher explains the material that has been prepared, and after that, the teacher gives assignments and asks students about the material that has been studied, the teacher also allows students to provide responses and questions (**Observation 02 21/08/2023**).

2. Create a conducive classroom atmosphere

During the learning process, the teacher usually reprimands students whose behavior disturbs other students. The teacher also adjusts the position of the fan so that all students can feel comfortable while studying (**observation 01 21/08/2023**).

3. Create varied learning methods

In the teaching and learning process, teachers present material using several methods, starting from lectures, videos, and games (**Observation 02 21/08/2023**).

4. Increase enthusiasm for teaching

If the teachers are not enthusiastic about the learning process, the students will not be motivated to learn. When teaching in class, the teacher brings the material using the lecture method, and occasionally while walking in class, the teacher also masters the material well, when giving a game the teacher also plays and demonstrates the movements in the game (**Observation 02 21/08/2023**).

5. Awarding

When observing in class, researchers found that teachers gave appreciation to students who raised their hands and students who answered questions correctly, this made students enthusiastic about following the lessons the teacher gave (**Observation 01 21/08/2023**).

6. Create activities that involve students in class

After delivering the material, the teacher divides the students into several groups to complete the assignments given. In this session, students discuss with their group friends to solve the problems in the assignment (**Observation 02 21/08/2023**).

DISCUSSION

1. Teachers' challenges in teaching English

Researchers found that teachers faced several problems when they observed learning in the classroom. This is related to the second problem discovered in this research: students'

lack of exposure to English in their previous schools and environments. The solution to this problem is that teachers give assignments to students to improve their English skills. Arianti (2018) supports this, stating that the teacher's role is very important in motivating students to learn, including actively involving students in class activities. Previous studies found that teachers face various problems when using classroom management. These studies include Fahira (2022); Several challenges have arisen, including for students, teachers, and school facilities. Meanwhile, teachers face the challenge of not learning how to teach and continuing their professional development. Facility issues include lack of resources, equipment, and time constraints. According to the study of Linda (2022), Challenges to learning English include lack of awareness of its importance, diverse student backgrounds, busy schedules, varied student skills and motivation, and teachers' packed schedules.

2. English teachers' challenges in classroom management

Macias & Sancez (2015) identified several challenges teachers face in classroom management: (1) classroom environment, (2) overt student misbehavior, and (3) student behavior and language level. Based on the theory of Macias Sanchez (2015), the researcher, through classroom observations and interviews with teachers, identified two categories of classroom management challenges: student misbehavior and student attitudes. The first problem identified was that students were disrupting the lesson. According to the theory of Macias and Sancez (2015), disruptive conversations in class were considered as one of the challenges in classroom management. The second problem identified by the second teacher was that of student motivation. Her duties include encouraging students to learn other languages. In particular, students who have never received English instruction at school may be less motivated to learn English. Macias & Shancez (2015) she stated that one of the challenges that teachers face in classroom management is that students are not interested in learning English during class. This may be due to distractions or discomfort during class, or students becoming bored with a monotonous learning style. This is supported by a study conducted by Linda (2022) where she found that one of the challenges teachers face when teaching English is students' skills and motivation.

3. The strategies used by teachers in facing challenges in classroom management.

This study identified six strategies that teachers employ to tackle problems in implementing classroom management. These strategies include: 1) diversifying activities to avoid monotony, 2) creating a comfortable learning environment, 3) developing effective learning materials, 4) boosting enthusiasm for teaching, 5) providing awards or prizes, and 6) designing activities that engage students. Class observations show that the teacher has prepared teaching modules and learning materials such as videos and games before learning begins. Because the classroom facilities are adequate, the teacher is not too involved in creating a comfortable classroom atmosphere. To ensure that all students can participate in group activities, teachers allow all students to provide their opinions and ideas. Classroom management skills consist of at least four elements, according to Muliani et al. (2022:35). The first is the ability to use an individual approach. strong and healthy relationships between teachers and students; second, organizational skills during the teaching and learning process; third, the ability to guide and facilitate learning; and fourth, the ability to plan and implement teaching and learning activities. Korpershoek et al. (2014) found that teachers used three approaches to handle classroom management problems. These strategies are as follows: 1) Accurately recognize various types of classroom management problems, both individual and group; 2) Understand which approaches are and are not most suitable for a particular problem; and 3) choose and determine the most appropriate method to solve the problem.

CONCLUSIONS

After all the data was analyzed to become research findings, the researcher was able to conclude that teachers face challenges in teaching English in the classroom. These challenges include students' limited English language skills, resulting in vocabulary deficiencies due to lack of exposure to English language teaching in their previous educational experiences. Additionally, teachers grapple with the linguistic barriers inherent in teaching a foreign language such as English. In addition, important challenges arise from reduced student engagement in the learning process, which is often caused by psychological problems. Many teachers stated that most of these challenges came from the students themselves. To overcome this problem, the proposed solution is to create interesting and fun learning activities that involve students actively in class activities, thereby encouraging increased participation in learning. Meanwhile, the challenge faced by teachers in managing the class is if there are students who disrupt learning activities in the class so that learning activities such as talking loudly or joking with their friends make the class less conducive. To overcome this problem, teachers use verbal techniques such as approaching students, asking questions to apathetic students. Then another challenge is student motivation, due to students' lack of knowledge about English, so teachers have to try harder in providing learning motivation. The solution to this problem is to create varied learning methods so that students do not get bored easily. For example, using learning media that attracts students' attention, in this case video learning media that matches the material provided in the book. The video material is packaged in an interesting and fun way so that it is easy for students to understand. The rest is appreciation given by teachers to students who follow learning rules well and give rewards to students who are enthusiastic when studying in class.

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