
An Analysis of English Teachers Difficulties in Classroom Management at Seventh Grade of UPTD SMP Negeri 4 Gunungsitoli in 2023/2024

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Abstract:

To effectively implement an independent curriculum, teachers must excel at engaging classroom management. This research aimed to identify challenges faced by English teachers in managing seventh-grade classes at UPTD SMP Negeri 4 Gunungsitoli and the factors contributing to these difficulties. A qualitative descriptive approach was used to gather data through classroom observations, teacher interviews, and student surveys. The data were analyzed to pinpoint specific challenges and their underlying causes. English teachers encountered nine primary classroom management issues, including difficulties in creating conducive learning environments, concluding lessons, managing transitions, and interacting with parents. Teachers also struggled with fostering a positive classroom community and providing effective rewards. Additionally, challenges arose in monitoring student progress, organizing group work, and assessing student performance. Teacher interviews revealed that time constraints, academic priorities, and limited school resources were major factors contributing to these difficulties. This study indicates that time, academic workload, and insufficient school resources significantly hinder English teachers' ability to manage their classrooms effectively within the independent curriculum framework.

Keywords: Classroom Management, English Teacher Difficulties, Factors, Independent Curriculum, Qualitative Descriptive.

Introduction

English is one of the foreign languages taught in education levels of many countries around the world, especially in Indonesia. It opens access to knowledge and opportunities in various fields. In learning English, classroom management is one of the important aspects in teaching English used by English teachers influence the English learning process become success and achieve the target or goals.

Curriculum is a fundamental part of educational program. Curriculum refers to the means and materials with which students will interact for the purpose of achieving the identified educational outcomes. As stated in the Law No. 20/2003 about National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for implementation learning activities to achieve specific educational goals. One of the curriculum that has

been implemented in the world of education is Independent Curriculum. UPTD SMP Negeri 4 Gunungsitoli applying Independent Curriculum. In implementing it, teachers are expected to be able to manage the classroom well and in an interesting way. English teacher are challenged to be able to manage the classroom, including creating and maintaining of the optimal learning conditions (Diniatulhaq et al. 2020:2). As a controller, whisperer, and observer, the teacher has a duty to create joy environment, strong motivation, and good influence, as well as students can receive lessons well and the process of taking and releasing input and output in the minds of students is optimal. According to Putri and Adnan (2022:1) stated that classroom management is one of key elements to create an effective, efficient, and conducive classroom setting for student learning. Ensuring that students believe they are in a setting that supports them in reaching their goals is the difficult aspect of classroom management. The work a teacher does to establish and uphold the ideal conditions for the teaching and learning process in order to meet the learning objectives is known as classroom management (Afriza in Prahesti, 2023:10). Classroom management is regular provisions necessary to create and maintain a classroom environment to achieving the learning goals.

Classroom Management are implemented when teachers teach the students in the class. With this management, it is hoped that all teachers can implementing classroom management. Teachers are able to teach english material well and precisely and students will able to participate and actively develop their potential.

In reality, based on the preliminary research during the internship activities 3 at the seventh grade of UPTD SMP Negeri 4 Gunungsitoli which implements independent curriculum and apply the classroom management in teaching learning process especially for English subject, there are several indications of

difficulties faced by an English teachers in the teaching learning process in the classroom. Such as English teachers difficult to manage the classroom during teaching learning process. This condition influence the students can not achieve standard of minimum completeness. Regarding the explanation above the researcher interest conduct descriptive qualitative research to investigate the difficulties encountered by teachers in teaching English in Classroom Management. According to Mukhtar in Mahmudah et al (2023:2), a qualitative descriptive research method is used by researcher to find knowledge or theories about research at a particular time. Meanwhile, according to Sugiyono in Kurniawan et al (2023:4) stated that Qualitative research generates descriptive data by examining the text, subject, or object of the study in an organic environment. The difficulties faced by English teachers in managing the classroom while instructing students in the language are explained through descriptive statistics. The lesson plan, the interview, the questionnaire, and the observation of the English teacher provided the researcher with the data. The difficulties investigated were in three points firstly namely difficulties in preparation difficulties in implementation and difficulties in assessment. Then, the Researcher also investigated all the implemented of activities each step of Classroom Management namely, observing, questioning, experimenting/collecting the data, associating, and communicating. Thus, the researcher would like to entitle this study as “An Analysis of English Teachers Difficulties in Classroom Management at Seventh Grade of UPTD SMP Negeri 4 Gunungsitoli in 2023/2024”.

Literature Review

The independent curriculum is an educational institution that has the ability to innovate and provide support during the long learning process (Pratiwi et al., 2023). The education board includes teachers, students, and even the other student's peer. Supported by Fitriyah and Wardani (2022) said that the

Independent curriculum initiative has changed the educational landscape in Indonesia, which formerly only focused on the teacher as the focal point of classroom instruction.

The revision of the independent curriculum requires a shift in the paradigm of classroom instruction, with an emphasis on student engagement, flexibility, and more current instruction. Independent curriculum brought many changes to learning methods, which resulted in problems in classroom management (Mubarok et al, 2021). From this opinion, the researcher concluded that implementing the Independent curriculum is a challenge for teachers to manage the class. Thus, all subject teachers in schools will face this difficulty, especially English teachers in teaching English.

There are various definitions of classroom management. Classroom management is one of the controversial issues that are not far from the students' attitude toward English learning. Gultom & Saun (2016) stated that Classroom management is defined as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. Based of the opinion above it is conclude that the teacher is the most important factor in classroom management who needs to support the learning process.

When evaluating the teacher's job, McLeod et al. in Nurpadilah (2022) stated that these three crucial characteristics stand out as essential parts of classroom management:

1) Managing Time and Space

Making the most use of one's time is crucial to assisting students in meeting their learning objectives and creating a positive learning environment for both teachers and students. The way that time is distributed throughout the school day is also impacted by the current emphasis on standards and high-stakes testing. The majority of standards-based curricula are demanding courses of study that, for the most part, call for achieving many more goals than can be covered in a suitable amount of time. As a result, teachers are under pressure to move on to other goals and end up wasting their days going over content that pupils still need to grasp. Therefore, effective utilization of time and space is necessary for a high-quality educational program. This necessitates easily accessible, orderly, content-rich classrooms and welcoming areas where students can work individually, in groups, and

2) Student Behavior

Establishing and teaching standards, rules, and procedures; developing strategies to focus on preventing bad behavior and teaching self-control; and, finally, emphasizing the teaching of discipline to students are some strategies to build and maintain a good learning environment. These techniques show how to establish a system of discipline that encourages responsibility rather than punishment and helps kids become self-sufficient learners.

3) Instructional Strategies

Certain strategies necessitate preparation. An integral part of any successful teaching strategy is a plan for evaluating the technique's effectiveness. Spot checks can be as easy as assessing a student's oral explanation of material or administering a brief test. This theory classifies tactics according on the number of students in the class individuals, small groups, and pairs. Teachers are better able to make decisions when they are aware of the distinctive qualities of each technique. The keys to effective instruction include knowing your students and the curriculum,

making thoughtful strategy choices, putting methods into practice with clear directions, monitoring, and modifying.

In order to compare this research with that of other researchers, the researcher has presented several earlier findings. Here are a few earlier research projects:

The first research was conducted by Ahmad Arisandi, Sahuddin, and Atri Dewi (2022), entitled “An Analysis of Classroom Management Problems Faced by Teachers in Teaching English”. The researchers' use of descriptive qualitative research and their descriptions of classroom management are where the parallels lie. The research subjects in Arisandi et al.'s journal were two English teachers, whereas the research subject in this study was one English teacher. The data collection methods used in this study were observation, interview, and documentation, as opposed to observation and interview as used in the journal of Arisandi et al.

The second research was conducted by Lisda Siti Nurpadilah (2022), entitled “English Teachers' Challenges in Classroom Management at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2022/2023”. The researcher's use of a descriptive qualitative study and her description of classroom management were the commonalities. The goals of the research in Nurpadilah's publication were different; first, it described how classroom management is planned and implemented, as well as the supporting and impeding elements that work against improving learning outcomes. Secondly, it discussed the approach for improving learning outcomes. The objectives of this study were to characterize the challenges faced by English teachers in managing their classrooms and to identify the elements that contribute to these challenges.

The third research was conducted by Fiana Fina Okta (2022), entitled “Teachers' Challenges in Classroom Management in Teaching English at MTsN 1 Trenggalek”. The research design in this study was qualitative descriptive method. The subjects were taught by three English teachers and six students. This study uses observation sheet, interviews as research instruments and documentation. Data analysis in this research is data condensation, data display, and conclusion drawing. The focuses of the study is: (1) How is the classroom management applied by the teachers' in teaching English at MTsN 1 Trenggalek (2) What are the teachers' challenges in classroom management in teaching English at MTsN 1 Trenggalek? The purpose of the study is: (1) to analysis how is the classroom management applied by the teachers' in teaching English at MTsN 1 Trenggalek. (2) To know what are the teachers' challenges in classroom management in teaching English at MTsN 1 Trenggalek.

Research Method

This research used descriptive qualitative research. Mohajan (2018) stated that qualitative research is to produce new ideas and theories as well as to methodically describe and analyze problems or events from the perspective of the person or population being examined : This means that qualitative research refers for descriptive analytic. Qualitative research provides more information in a variety of ways the research subject. In addition, through qualitative research, the author has the opportunity to find out what exactly is the personal or technical problem in the topic of this research. Therefore, in this research the researcher tried to describe the problems that occur regularly, especially about the English teachers difficulties in classroom management and the factors caused it. With this qualitative research, the researcher focused on behaviour to describe the English teachers' difficulties in classroom management in teaching English based on the real and what happened. Thus, this research expected to be able to clearly describe what teachers do in classroom management.

Based on the research focus, researcher will use four types of instruments, namely observation sheets, structured interview, questionnaire and documentation. Ary, et al. (2010:51) argue that qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). Observation is one of the most basic data collection methods involves seeing things such as objects, processes, relationships and events, and formally recording and analysing what is seen (Garbutt et al, 2017). Meanwhile according Taherdoost (2022) stated that interview is defined as the method of asking question to gain both qualitative and quantitative data. Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay, et al., 2012:388). According to Fiantika et al (2022) said that documentation is an activity to collect the data in visual form.

Result

From the results of observations and questionnaires, researcher found 9 English teachers difficulties in managing class based on the indicators. In the first elements, there are 4 sub-indicators that are still not implemented by English teachers in managing the class, namely: establishing the classroom environment, closing the lesson, transitions, and parent conferences. In the second elements there are 2 sub-indicators, namely: building community among students and positive reinforcement. In the last elements there are 3 sub-indicators that are still not fulfilled, namely: monitor success during implementation, match pairs according to task, and determine how to keep records of student use (how to assess student work). While, based on the results of interviews, researcher found factors that cause English teachers difficulties in classroom management. So it is seen that the difficulties faced by English teachers are caused by three factors, namely: time, academic priorities and inadequate school resources. After getting the results of the observations, interviews and questionnaires, the reseacher used the matching method to determine the factors that caused difficulties.

| No. | Factors | Item No. | Difficulties |
|-----|-----------------------------|----------|---------------------------------------------------------------------------------|
| 1 | Time | 1 | Established the classroom environment |
| | | 2 | Transitions |
| | | 3 | Parent conferences |
| | | 4 | Monitor success during implementation |
| | | 5 | Determines how to keep records of student use and how to assess students' work. |
| 2 | Academic priorities | 6 | Closing the lesson |
| | | 7 | Building community among students |
| | | 8 | Positive reinforcement |
| 3 | Inadequate school resources | 9 | Match pairs according to task |

Table 1 The process of determining factors that cause difficulties

Discussion

The study delved into the challenges faced by English teachers in managing classrooms at UPTD SMP Negeri 4 Gunungsitoli. Through observations, interviews, and student questionnaires, a comprehensive understanding of the issues emerged.

Observational data highlighted difficulties in creating a conducive learning environment, effectively managing instructional time, and implementing appropriate instructional strategies. Teachers were observed to struggle with classroom organization, transitioning between activities smoothly, and tailoring instruction to meet student needs.

Teacher interviews revealed that time constraints, academic pressures, and inadequate resources significantly impacted classroom management abilities. Balancing lesson planning, assessment, and administrative tasks with building positive student relationships proved challenging. Additionally, the emphasis on academic achievement often overshadowed the importance of creating a supportive classroom climate.

Student questionnaires aligned with the findings from observations and interviews, indicating that students perceived difficulties in areas such as classroom organization, lesson closure, and teacher-parent communication. These challenges contributed to a less effective learning environment.

In conclusion, the study underscores the complex nature of classroom management, with teachers grappling with multiple factors that hinder their ability to create optimal learning conditions. Addressing these challenges requires a multifaceted approach involving increased support, resource allocation, and professional development opportunities for teachers.

Conclusion

In classroom management there are three elements that must be carried out by teachers in order to achieve learning goals. The three elements are grouped into 12 indicators and 39 sub-indicators. From the results of observations and questionnaires, researcher found 9 English teachers difficulties in managing class based on the indicators above. In the first elements, there are 4 sub-indicators that are still not implemented by English teachers in managing the class, namely: establishing the classroom environment, closing the lesson, transitions, and parent conferences. In the second elements there are 2 sub-indicators, namely: building community among students and positive reinforcement. In the last elements there are 3 sub-indicators that are still not fulfilled, namely: monitor success during implementation, match pairs according to task, and determine how to keep records of student use (how to assess student work). Based on the results of interviews, researcher found factors that cause English teachers difficulties in classroom management. Therefore, it is seen that the difficulties faced by English teachers are caused by three factors, namely: time, academic priorities and inadequate school resources.

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