Speaking Class Management: Teachers' Considerations and Preparations

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Abstract: *Designing learning activities is one of classroom management components which should be prepared by a teacher to teach. Potraying the preparation and the implementation of classroom management becomes a very interesting and challenging thing to do especially in a classroom in which English is presented as a foreign language. This paper is discussing classroom management in two EFL Speaking classes with two lecturers and 50 students (25 students in each class) became the samples of the research. The focus of the classroom management itself covers five main aspects; the planning, the material and media, the activities, the classroom condition and the students' participation during the teaching-learning process (TLP). The research was conducted through implementing three main instruments, they were; Teacher Interview, Classroom Observation and Questionnaire. The data revealed was analyzed through descriptive analytic method.The result showed that, first, the teaching planning was always designed in the form of mini lesson in each meeting. Second, The various material chosen was based on the students' needs in their social life. Moreover, learning exposure was created through inviting Native English Teachers (NET). Another point revealed is that there was student-centered learning. The last, The students actively participated as a result of cooperative and collaborative works implemented in the learning process.On a whole, the lecturers had already implemented classroom management eventhough the implementation of it was still far from being perfect. The consideration in mananging the class is that both choosing the media and material become the two most important things to prepare.*
Key words: *Cooperative and collaborative work, Students' activeness, Native English Teacher (NET)*

Introduction

Learning is a process which starts from the early childhood to the end of someone life. To many individuals, a learning process is an event which happens incidentally and unconsciously from their surrounding. Yet, a learning process conducted in classroomneeds some stuffs to complete, among others are the personnel, both teacher and students, teaching facilities and the design of learning itself. Those points are selected to prepare the process of learning in the class and out of it.

A thing to consider more is that learning cannot be splitted from teaching process which belongs to teachers. Teaching is showing and assisting someone to

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learn and to do something through giving instructions, sharing knowledge and teaching someone to comprehend it (Brown, 2001: 7).

Both learning and teaching are two complex processes with multi variables which starts from someone interest towards something. The most possible and common variable which is covered in both processes is a decision how, where, when and what facilities and learning sources are needed to prepare in the process of learning and teaching.

Another important thing which is in line with the learning and teaching process is both the teacher and students. Some metaphores are used to describe who teachers are. Sometimes, they call themselves actors since they are always on stage, conductor of an orchestra asthey direct conversation and set the pace and tone, and they are also gardener who plant the seeds and then watch them grow (Harmer, 2001: 56). Those roles make teachers able to switch the roles based on the class condition, material and especially the students' needs.

Conversely, the description of students is different from that of teachers. Students are people who try to seek and gain knowledge which moreover implement it in their real life. Both the teachers and students have their own responsibility in creating good atmosphere of learning and teaching process.

The responsibility of both is becoming harder in English learning and teaching process in Indonesia, in which English becomes the foreign language covered in the curriculum. This happens because there is no enough exposure which can be used to help the students learn the language. The students only learn the language at school.Considering the importance of English learning and teaching process, both teachers and students have their own duties.

Cameron (2001: 201-202)poses some duties of teachers. Teachers have to be able to exlain the aspects of English, translating words and sentences, giving instruction, checking students' comprehension towards concept of material, text, and instruction in English. Morover, teachers should be able to elicit the language and give total attention to the students' both process and product of their learning. They also have to assist the studens to discuss the material through giving responses and feedbacks towards their works. This process of learning will create a good relationship between the teachers and students.

Managing Effective Learning

Designing and creating an effective learning process is meant as comprehending a difference of controlling and maintaining affective, cognitive and psychomotor domains. This maintanance will be in line with how both the teachers and students are actively initiating a good relationship. To execute this, there are at least five points to consider in developing a good learning environment posed by Cameron (2001). First, there should be clear students' activities. Clear students' activities will make the students able to work individualy, in pairs or in group. They will have many copportunities to be autonomous learners when they have to work alone or cooperate and collaborate with their pairs or group members.

Second, creating a conducive class atmosphere through student-centered learning will make the students comfortable and motivated to learn. The design can be reflected by decorating the classroom with colorful images which can be used to support their learning steps. These good feelings,consequently, will positively affect their comprehension towards the materials. Third, good selection of teaching methodology which covers approach, method and technique. These three domains should be developed well through rich simulation, complete and accurate information. The consequence of this is that the students will find easiness in comprehending the materials.

Another point to think is that there should be an apprecation of the students' works. Praising and appreciating their works will make the students feel comfortable and brave in exploring their ideas. Yet, there should be fair evaluation as well when the students made something missing in their learning process, among others is making mistake during producing the language.

The last, the suitability of the students' activities, classroom condition, appropriate teaching methodology and teachers' treatment towards the students will consequently affect the media and facility which can accomodate the students to learn, comfortly. On a whole,the five points to carry out the class will create a fresh reflection for the teachers in developing and maintaining an effective and conducive learning process.

Teacher and Student Activities

A learning process is designed to make the learners able to gain knowledge through good ways. One of the ways is by managing the class conducively. Management is defined as a general agreement which can be used by the society in all situation for a better living (Siedentop, 1991: 95 in Waring, 1999: 105). Moreover, Mawer (1995: 93 cited in Waring, 1999: 105) develops the concept of an agreement as a wish posed by society towards people's ability in facing various situation in their life. In education field, this management is means as a teacher's hope and expection towards his or her students to be able not only comprehend the material well but also join the path of their learning optimally and conducively.

The class management will be in line with some rules which are made based on an agreement of both the teacher and students. The rules should be flexible as the goal of making them is to make a good interaction and communication between the teachers and students especially during the learning processes. However, realising it is becoming so hard, nowadays. Sometimes, the rules cannot be implemented smoothly when both the teachers and students do not comprehend their roles well. The students' characters, behavior, ability, needs and social background may arise as a challenge in designing appropriate classroom rules.

The connection between the classroom rules and activities will cause to emerge a fundamental implication which can create and develop a good classroom management. A good classroom management deals with a good respect amongst the teachers, students, their environment and the process of learning itself. In addition, to support the run of the learning processes, both the teachers and

students have to have a good cooperation and collaboration during the learning processes. These two actions will create a safe and comfortable feeling especially for the students. Consequently, these feelings will lead the students to be able to learn and comprehend the material well.

The realization of good learning process can be reflected through the design of classroom activities. The classroom activities should be oriented to the students' activieness and articipation. They should facilitate the students to be able to think critically. A point to add is that there should be a trust amongst the teachers and students that the students are human being who are able to work autonomously with the class members through good cooperative and collaborative works. The other thing to think is that the classroom activities should make the students able to develop their discipline and responsibility in creating qualified learning processes (Kelly et al, 1997:79 in Waring, 1999: 105)

Classroom Management in Speaking Class

The reseach was conducted in order to potray the class management in Speaking classes through implementing three techniques of collecting the data: interview, observation and questionnaire. The reseach was conducted during theSpeaking class in academic year 2014/2015 with two Speaking classes in which two lecturers and 50 students (25 students in each class) became the sample of the research.

During 5 time speaking 1 class observations, interviewing the two lecturers to gain their knowledge about class management and and distribute a questionnaire to know the students' idea towards the class management in their speaking class, there are three research results revealed that the teaching planning was always designed in the form of mini lesson in each meeting. Moreover, the various material chosen was based on the students' needs in their social life. Alearning exposure was created through inviting Native English Teachers (NET); 4) there was student-centered learning; 5) the students actively participated as a result of cooperative and collaborative works implemented in the learning process. Below is the description of each.

First, the interview result showed that the speaking learning processes were conducted based on the syllabus which was designed for one semester namely Rencana Pembelajaran Semester, A Semester Learning Design (hereinafter is RPS). However, during the implementation of this RPS, both lecturers said that it is not enough, since the RPS only covers the materials which are learnt by the students without any detail sequences of speaking learning processes. Therefore, a mini lesson was designed in each meeting to ease them managing and creating creative students' speaking activities.

The mini lesson which was designed by the two lecturers covering detail materials, types of media used, teaching strategies and students' activities in speaking class. In addition, the two lecturers stated that by designing and implementing the mini lesson, they were able to control the path of learning in order to optimize the Student Talking Time (STT) and minimize the Teaching Talking Time (TTT).

Second, the selection of the materials becomes an important part of holding a teaching process. The material is selected based on both the syllabus and also the students' social needs of learning Speaking. A reflection that the material selection is not only based on the curriculum fulfillment but also the students' needs will accomodate the students to learn the material especially in speaking activities in their social life.

Another point revealed in this study is that media of learning becomes one of many teaching and learning focuses English lecturers should consider. Both lecturers always provided media in teaching Speaking in every meeting. The media was optimally used by both the lecturers and students. The media used in the Speaking class were managed to make all members of the class were able to use it as a facility of learning. The fact shows a good concept that the media of learning is not only dominantly used by the lecturers or teachers but also by the students. This is in line with an idea that a learning process is due to a teaching process which is defined as a process of sharing information and helping someone to do something new, give instructions, guide and understand something (Brown, 2001: 7). Through good management of the media uses in by both the lecturers and students, it will ease the students to develop their understanding towards the materials and evolve their ability of Speaking English. The types of media which were used by the lecturers are pictures, videoa and flashcards. These media really helped the students to initiate their idea before they construct their utterances.

However, some students stated that sometimes the media provided by the lecturers did not facilitate them much, especially when the content of the video did not really match with the topic the students should discuss. This problem was then reviewed through teaching reflection that selecting appropriate and suitable video is really needed. The video should be analyzed first before being displayed in front of the students. Another thing to consider is that the lecturers should be able to initiate and guide the students to catch the point covered in the video and relate it to the material the stduents will learn.

In addition, a good personal communication in English Speaking class was also designed by the lecturers. They tried to create good interactuion using the target language without making the students afraid of trying to speak. In the light of Vygotsky's insights into the importance of social interaction in learning (1962, 1978), there is an evidence of renewed interest in the nature of classroom talk and signs of a willingness to re-assess the pedagogic value of interaction patterns which had previously been seen by many as relatively unproductive in terms of language learning (e.g. Seedhouse 1996; Jarvis and Robinson 1997; Wells 1999: 167–208; Nassaji and Wells 2000). An interesting point to note is that, in some meetings, the two lecturers invited a Native English Teachers (hereafter NET) as an effort to motivate the students to speak English well. The NET tried to help the students how to compose good and meaningful English utterances through many initiations provided by the lecturers at the beginning of the lesson. The effort worked very well. It indicates that a good model of learning really gives positive contribution to the students' learning process.

Another result of this research is that focus of managing Speaking class is creating a good Speaking learning atmosphere, interaction and activities. Some efforts were done by the two lecturere in which they tried to always give challenging activities. One of the activities is asking the stduents to work both cooperatively and collaborativelly. Through this learning community, it was much easier for all students to evolve their both social and academic interaction amongst the group members.

A point to note is that some researchers have broadened the scope of their studies to embrace aspects of the classroom as a learning community, addressing issues of teacher role and identity (e.g. Green and Dixon 1994). In line with this idea, the two lecturers were good at playing their role as both the facilitators and students' fiends. This is interesting fact that to create good learning atmosphere, the lecturers were able to accomodate the students to learn speaking English through managed-affective approach.

Conclusion

Mananging English Speaking class is a must to realise. Through well classroom management which covers both considerations and preparations, both the lecturers and the students can bulid good classroom interaction, especially in English Speaking classes. Work in this area has concentrated largely on discourse features and has contributed to our understanding of how the exploitation of particular patterns and interactional opportunities can enhance the quality of language learning in the classroom. It means that well-organized classroom management will lead to the success of both teaching and learning.

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