



## Exploring Classroom Management Strategies Used by English Teachers in Speaking Classes

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DOI: <https://doi.org/10.56855/ijcse.v3i3.1110>

Received June 17, 2024; Accepted September 17, 2024; Available online November 5, 2024

**Abstract:** Classroom management continues to be a teacher's struggle for teaching performances because it relates to students learning. There needs to be more understanding and knowledge about managing the students and classrooms with diverse student behaviour to solve the problems, particularly when identifying students' problems and understanding their different characteristics. However, this study explored teacher classroom management strategies in teaching speaking classes, especially in secondary schools. This study aims to (1) explore and describe the classroom management used by English teachers in teaching speaking. (2) find out the teacher strategy used to deal with the students' problems during classroom management's teaching and learning speaking process. (3) examine the impact of classroom management strategy in teaching practice. This study uses semi-structured interviews, observations, and document analysis to collect the data. The data findings reveal that teachers have different ways of dealing with different classroom situations based on their experiences and understanding, especially in speaking classes. Most of them claim to take action on how to respond to students' problems, such as understanding classroom management strategies, organizing, problem-solving, and applying teaching strategies. These strategies have a positive impact on learning engagement in the classroom, such as the students being more interested in learning English lessons, obeying the rules, talking actively, and having motivation.

**Keywords:** Classroom management, Teaching speaking, Students' behaviour.

### 1. Introduction

Classroom management refers to teachers' actions to create and maintain a conducive learning environment between students and teachers to set the goal of students' academic achievement in the classroom setting (Liu & Babchuk, 2018). Teachers not only deal with methods and strategies in teaching English but also face the various students' behaviours in the classroom. It involves teacher action, part of classroom management's teaching and learning process (Yasin et al., 2022). Praetorius et al. (2018) stated that the management classroom is a central component that links to students' academic outcomes, and to achieve success management, teachers need to deal with four strategies: dealing with students' disruption and undisciplined,

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effective in using time, rules monitoring, rules and routine. Similarly, a recent study by Shakerkhshroudi et al. (2020) claims that effective classroom management is a critical factor that promotes a teaching-learning environment in attitude and positive actions. However, it is experienced as a challenge for teachers, especially in teaching performances for secondary students; this teacher should be able to notice misbehaviour from students and immediately take the role of a practitioner of action, value, and skill for learners during teaching practice and deal with several aspects of classroom management including organising, material, strategies, and students' behaviour (Macias, 2018).

In English as a Foreign Language (EFL), management strategies become part of teaching and an essential element of the teaching-learning process, which determines the quality of instructions during teaching performances such as delivering the material, planning, organising, coordinating, taking control, and responsible (Nawastheen et al., 2021). Previous research reports that managing the classroom is difficult for teachers because they have to face and deal with some aspects related to management, such as interaction with parents, overcrowded classrooms, seating arrangement, and noise (Macias, 2018). Muluk et al. (2021) reported that these factors caused some challenges for teachers, who decided to use strategies for the seating arrangement, managing the material, and managing learning activities in the classroom.

More specifically, those who are literarily reported using management strategies for teaching speaking and dealing with students' behaviour in the classroom. Habibi et al. (2018) claim that using rules, routines, seating arrangements, and managing classroom discipline is an effective method of teaching speaking. Meanwhile, some studies claim that teacher management needs teacher roles as practitioners to maintain the learning practice (Van Tartwijk et al., 2011), classroom management strategies (Barnabas, 2010), interaction in EFL learning (Rahman, 2014), learning engagement (Taylor & Parsons, 2011), classroom interaction (Pianta et al., 2012), students-teacher relationship (Pianta & Stuhlam, 2004), classroom behaviour management (Pianta et al., 2008).

As mentioned earlier, classroom management strategies are related to many contexts in teaching practice and student behaviour; however, this study only focuses on what strategies are used to teach English for speaking classes, particularly for secondary students. This study explores classroom management strategies English teachers use in speaking classes. Hence, this present study contributes to giving new perspectives from teachers' experiences regarding handling secondary students in the classroom and provides valuable information for EFL about teacher experiences, perceptions, thoughts, and feelings. This study was addressed to answer the question:

1. What common English teaching strategies are used in EFL classrooms to manage speaking classes?
2. How do EFL teachers select and use specific classroom management for speaking classes?
3. To what extent do the dominant classroom management strategies impact the practice of teaching speaking in a learning classroom?

## **2. Method**

### **2.1. Design**

A Qualitative approach with descriptive phenomenology focuses on detailed information about participant experience captured through personal experience (Neubauer et al., 2019). Descriptive phenomenology is recommended for researchers who focus on and aim to research specific factors and comprehensively evaluate them (Creswell & Poth, 2017). The reason for using this approach is that descriptive phenomenology focuses on describing and seeking by exploring personal experiences (Teherani et al., 2015). This approach can help this study explore the profound experiences of the participants regarding their classroom management strategies in teaching speaking classes through systematic exploration and explicating the meaning of experiences to others.

### **2.2. Research Setting and Participants**

This research was carried out in a secondary school located in the central Sulawesi province and Yogyakarta province that is considered. The participants in this research have been determined by purposive sampling to

reach the target of the sample. Purposive sampling has characteristics that define the purpose relevant to the study. Participants were selected based on the criteria and needs of this research. The participant has more than four years of experience in classroom management and teaching English and teaches in secondary school. Creswell & Plano (2022) asserted that this purposive sampling technique involves selecting individuals or groups with similar experiences and interests to enrich information from the small sampling by doing information selection. More specifically, this study aims to explore the teachers' experiences and only focus on those teachers who have or are currently undertaking management strategies for students in secondary schools. This study wants to portray the rich experience in theme by describing the participants' feelings, thoughts, and perceptions.

For the recruitment participants process, we sent the confirmation via WhatsApp message and meeting arrangements for each participant. In the meeting, we explained the nature of this study research, the aims and the details about participants' involvement conditions in advance. Then, I asked the participants to arrange the time for an observation classroom and interview. Further, we explained that all participants' privacy was protected to maintain the participant's confidentiality as long as the research process. After gaining the participants' trust, four English teachers in secondary schools had experience teaching and using classroom management strategies. The participant's demographic profiling data showed that this study involved three females and one male from different university graduate backgrounds with a range of 25-40 years old. The description of the participants is shown in Table 1.

**Table 1 - The research participants.**

<b>Participant</b>	<b>Gender</b>	<b>Number of Years in Teaching English</b>	<b>Grade Levels Handled</b>
Participant 1	Female	5	Grades 1 and 3
Participant 2	Female	4	Grade 3
Participant 3	Female	7	Grade 3
Participant 4	Male	4	Grades 1 and 3

### **2.3. Data Collection**

This study used Semi-structured interviews to collect all the data; Magaldi & Berler (2020) stated that semi-structured interviews allow the researcher to ask clarifying questions to develop a better understanding and enable the researcher to go deep for a discovery. The interviews were designed to elicit more information about the participant's experiences in classroom management strategies and to generate insight into such issues. All the participants were interviewed using Bahasa Indonesia to make it easy for the teacher to understand the main point of questions and provide more information regarding their experiences. Each participant was interviewed for 16-20 minutes in a relaxed and conversational way. To obtain the credibility and validity of the data, interviews were conducted with several participants to obtain valid information. The interview process was audiotaped with the participants' consent and transcribed verbatim.

The interview was adapted from Debreli & Ishanova (2019) as follows: (1) What do you know about class management strategy? (2) What are the problems and challenges you face when managing the class in teaching speaking? (3) what kind of student problems and misbehaviour do you face in the classroom? Can you give examples? (4) When you face student misbehaviour in your classroom, what classroom management strategies do you apply in English teaching and speaking? (5) Did you organise the classroom before teaching? (6) How do you select the specific classroom management strategies? (7) Related to those questions, how far does classroom management impact teaching and learning practice, specifically in teaching speaking? (8) What are the factors that influence classroom management during the practice of teaching speaking? (9) How do you prepare yourself before teaching as a teacher? (10) What language do you use when teaching speaking? (11) How do you engage students to talk and participate in the learning process of using English? (12) How do you maintain the relationship between students during teaching and speaking? (13) What teaching activity do you apply during teaching practice?; (14) What do you do if a student does want to speak in English?

## **2.4. Data Analysis**

The data collected from the interviews were analysed using thematic analysis to enrich and obtain interview descriptions (Braun & Clarke, 2022). Thematic analysis allows the data to be examined and explained more in qualitative research (Creswell & Poth, 2017) and allows flexible ways to organise the data. Specifically, this study embraces this following step: (1) Familiarization with data, (2) Generated the code, (3) Constructed the theme, (4) Review the themes, (5) Define and name the themes, (6) Produce the report.

## **2.5. Trustworthiness**

To address the trustworthiness of all stages, this study enhances credibility by performing member checking or participant validation and peer debriefing to maintain the consistency of data findings. This technique is essential to maintaining the quality of qualitative research data and validating this study's findings. Moreover, in assessing the trustworthiness of the result of data analysis, we returned the interview transcript to all the participants so they could have clarification regarding the details of the information and data interpretations. Meanwhile, in employing peer debriefing techniques, this study asked the researcher's colleagues to recheck and give feedback to construct the data's consistency with the college university. Janesick (2007) stated that the researcher's colleagues were invited to assist, give feedback, and recheck whether the conclusion needed more consistency or redundancy. Also, ask to check the missing points and comments and provide feedback about the findings of this study.

## **3. Discussion**

### **3.1. The result of Semi-structured Interviews**

This study was designed to explore the teachers' experiences managing the classroom while teaching English in two secondary schools. Based on this study question, the finding reported that the following section explores teachers' classroom management strategies. All teachers have different experiences regarding their management strategy in the classroom and have different ways of dealing with students with behaviour. the result of this study is divided into eight points as follows;

### **3.2. English Teacher Classroom Management Strategies**

Teachers acknowledged that classroom management related to teacher action creates a positive learning environment, method, and teaching skills required to overcome the problems and achieve successful classroom management. One of the teachers, A, stated, "I think class management strategy is more about how a teacher handles the class being taught. To create a conducive environment for the students so that the learning becomes more enjoyable for the students and they like the learning. However, teacher B said, "I think class management strategy is a method we use to manage the class as best as possible. Both teachers have different definitions and perspectives regarding classroom management strategies that were influenced by their experiences in teaching performances. Moreover, Teacher C mentioned that her management strategies are about the teacher process through the learning process and teacher strategy that was going on in her classroom. "I think management strategies manage the children and process as long as we are teachers". Teacher D argues that his management strategies are about how teachers manage the classroom to carry out the teaching-learning process effectively

### **3.3. Teacher organises**

Regarding teacher organising during teaching practice to create a learning environment with a good atmosphere, this study found that teachers implement many strategies to keep the classroom organised and keep students focused during the lesson by implementing physical arrangement. Teacher A mentioned that she usually arranges the class to create a comfortable learning environment. "Usually, I say, please fix the table first, then we start. If the class is conducive, the class is good; the desks are tidy. Because it is related to the students' interests. If the class is good, conducive, neat, they will be more motivated to study and feel comfortable".

### **3.4. Classroom Management Strategies in Speaking**

The level of challenge probably happened for every section of the class when teaching English speaking, such as students' behaviour, including shyness, unmotivating, and less vocabulary. Wright (2005) stresses factors that affect the success of classroom management, such as students' behaviour and class size. Also, how the teacher deals with the problems depends on the experience and understanding of the students' problems and how to solve them. Classroom management is related to the teacher's effort to create a conducive and comfortable learning environment. Teachers' understanding of classroom management strategy is essential and could shape their actions in the classroom when managing the students during the teaching-learning process by implementing strategy. It has been argued that classroom management is the foundation of how teachers manage and construct the teaching-learning process as part of being a teacher (Billingsley et al., 2019).

Fourth, participants shared their understanding of classroom management strategy, specifically regarding teacher actions in managing the class. They prepared some strategies to deal with various students with different abilities and personalities, allowing them to achieve the learning objectives. This research has two contributions regarding the participant experience management of the classroom. First, understanding classroom management refers to the teacher handling the class and creating a conducive environment. Management classroom refers to the method used to manage the class. Second, management strategy and the ultimate responsibility of the teacher managing their class when delivering the lesson and the concept of classroom management strategy from participants related to teacher routine level of concern teaching practice based on classroom activities distributing materials and creating a learning environment for students. Moreover, it helps the teacher be aware that a management strategy is essential and helps decrease undesirable behaviour and disruption by students. This is in line with what Sulaiman (2020) mentioned: to develop sound management strategies, teachers need to understand the situation to develop the learning to become warm and enthusiastic.

These results build on existing evidence of theory from Mclean et al. (2020), which states that teachers always become the person who takes responsibility for taking care of students' learning environment and leads the students in learning. Classroom management strategies are also a teacher tool to prevent and react to students' behaviour, which refers to teacher efforts to create a conducive learning environment. This shows that classroom management prevents students from dealing with disruptive behaviour and undisciplined students to improve rules, routine and practical learning (Praetorius et al., 2018). Moreover, teachers must ensure that each student is engaged in the classroom activities aligned with their different characteristics. This can demand careful classroom management and a deep understanding of students' behaviour and some aspects of the classroom environment. Varank & Ilhan (2013) states that teachers must know the arrangement, physical classroom environment, and behaviour. For instance, the participants tried to understand the students' characteristics and classroom conditions and applied seating arrangements. Additionally, the participants shared that how to manage the class was related to the class setting, such as seating arrangement, maintaining students' discipline, maintaining students' interaction and relationships, and organising the classroom. This may challenge the teacher in delivering the lesson and managing the students and classroom activities, especially for secondary students. Nawastheen et al. (2021) stated that classroom management is tricky for teachers because they must deal with the entire teaching-learning process, which requires teachers to plan, organise, control, and manage.

### **3.5. The Influence of Teacher Classroom Management in Speaking Classes**

Since teachers implement management strategy in classroom teaching practices, this research found that teachers' classroom management English plays a vital part in teacher goals, not just to achieve the goal in the lesson plan but also as a teacher reflection of how they manage the students, physical arrangement, control students' behaviour, deal with student problems, and teacher action. Also, maintaining relationships with students with various classroom management characteristics (Wubbels et al., 2014). The participants experienced an improvement in students learning English, specifically in speaking classes. Students are more motivated and disciplined in learning and have improved their behaviour because they have already

experienced many problems in the classroom that require the teacher to adapt to the situation and always look for the root of the problem.

It has been argued that classroom management is the foundation of how teachers manage the class on which to construct effective teaching (Billingsley et al., 2019). Thus, the teacher begins to adjust to the problems when they apply strategies in classroom management and experience, including their role in teaching. From what the participants experienced about the influence of classroom management, the teacher uses this strategy as a particular part of teacher control, action and role. Some problems that participants experienced triggered improvement not only in students but also in teachers as practitioners to increase their skill in teaching and how they face students' behaviours. In other words, the participants understand the problems in teaching by seeing from the teacher's perspective how they are teaching, such as providing the students with a speaker or projector and learning media such as print paper and pictures that may help them feel motivated in learning English that trigger the participant to adjust with students' characteristics and ability in learning. These findings also run the same as was proposed by Sub (2015), who stated that the students mostly exhibit harmful or disruptive behaviour when they realise the teacher has less ability to manage the classroom, unknown student needs, and does not care about student characteristics. It confirms that teachers' efforts to understand students' problems could control students' behaviour in teaching practice.

Furthermore, the participants experienced that being a manager in a classroom for secondary school students triggered them to learn more about how to engage the students in learning by adapting to their student's ability to understand the material. The researcher believes that what participants experienced in classroom management while implementing strategies in speaking class has shaped their professional role in teaching experience. Similarly, a highlight from Ye et al. (2021) is that being a teacher and manager in the classroom while teaching-learning activities can provide classroom management that guarantees teacher-teaching quality.

Also, managing the students' behaviour in class is a difficult task for teachers, which requires the teacher to deal with students' bad behaviour, which could influence teachers' strengthening management in the classroom experience. In addition, classroom management strategy has highly become a crucial part of teaching components (Van Tartwijk et al., 2011). Participants notice the situation and are aware of the learning environment, specifically in teaching speaking practice, to optimise classroom management, in which classroom management influences students and shapes teacher experience and teaching skills. Effective classroom management contributes significantly to student learning and classroom management as an umbrella, which includes teacher strategies that oversee student behaviour, student interactions, and learning (Martin & Sass, 2010).

This found a clear understanding of the impact of management strategies in the classroom, mainly in speaking classes for students. It is not surprising that teachers may face complex problems or challenges when implementing instructional strategies in teaching practice related to students' behaviour because teacher roles require teachers to be professional. It could shape their experience more in teaching skills. Also, the participants in classroom activities positively impacted students because they focused on managing the class and building communication among students, supporting and inspiring them (Asiyai, 2011).

However, a previous study by Lew & Nelson (2016) found a gap between the teacher curriculum and school responsiveness regarding teacher management strategy that affects the effective implementation of teacher strategy. The teachers face challenges in classroom management, curriculum planning and implementation, conducting as-assessments, and workload issues, impacting teacher teaching-learning practice. Hence, the teacher must consider the differences in students' characteristics and styles of learning when planning classroom management strategies. Additionally, teachers must be observant before their classroom management techniques are appropriate for use with diverse students or not to ensure that the classroom is effectively managed.

Teachers who educate students with a range of diverse ways of learning should have access to improve their skills through teacher experience in implementing management strategy. Teachers can actively learn through their roles as teachers and must be able to adapt their knowledge to suit the requirements of students (Chen & Herron, 2014). Also, teachers with previous experience would have long and detailed knowledge about management strategy preparation and know how to deal with the kind of situation regarding students' problems that can be defined as teacher action such as trying to find another way to deliver material, finding

supporting learning materials and being a creative teacher. Nevertheless, classroom management is persistently ranked as challenging for teachers. However, this also can shape the teacher experience to focus more on academic content and help growth for teachers become more professional (Kane et al., 2011).

Conversely, in teaching speaking, teacher-student interaction was mentioned as one factor affecting management strategies. Classroom interaction is a teacher construct and pattern involving student practice to enhance language skills (Pianta et al., 2012). Participants already utilised classroom interaction, such as playing games, pair work, and group work. This was also proven to be the fact by Sinclair & Coulthard (1975), who discovered that interaction in EFL speaking class by using IRF (initiation-response-feedback). Participants try to engage students in initiation by doing some action or question that could push them to drop their communication in the learning process. For example, participants ask questions about their feelings that students have to answer, answer students' questions during class, and give constructive correction immediately through teacher response in teaching or towards students' behaviour in the classroom (Dayag, 2013). Also, through interaction, teacher management strategies can impact students' cognition and behaviour in teaching practice by promoting a positive learning environment in classrooms for students.

#### 4. Conclusion

The first conclusion is related to teachers' understanding of classroom management strategies in speaking classes related to experience. All participants are experienced with classroom management strategies and have already shaped them based on their experience when implementing them and through their careers becoming teachers, particularly English teachers. The second conclusion focuses on the teacher's role when managing classroom management. Since the participants were working as teachers and dealing with students' problems, preventive, maintaining relationships, and interaction were noticed as teacher roles to cope with negative behaviour students. Relationships and interaction were believed to be the essential factors in maintaining management strategies in the classroom. The third conclusion presents the influence of classroom management strategies on teaching the speaking class. The role of the teacher is to embed each participant in the teaching process. Moreover, this research's management strategies were seen to influence students to learn English, particularly in speaking class. The last positive effect was visible when the participants' students improved their learning focus, responded to teacher strategies, were cooperative in learning, obeyed the rules, and were disciplined in classroom activities.

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