

MOVING CLASS AS CLASSROOM MANAGEMENT FOR EFL LEARNERS

M Fatkhu Arifin (Corresponding author)

*English Department, Faculty of Education and Teacher Training,
Universitas Tidar, Magelang, Indonesia*
Email: mf_arifin@untidar.ac.id

Lilia Indriani

*English Department, Faculty of Education and Teacher Training,
Universitas Tidar, Magelang, Indonesia*
Email: indriani@untidar.ac.id

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Abstract: This study was addressed to answer the following questions; 1) what is the role of moving class in English Language Teaching? and 2) what are the advantages and disadvantages of the moving class system? The research method used in this study was descriptive qualitative with observation as the data collection technique. Beside observation, Focus Group Discussion and interview were also taken to strengthen the data. The data were analysed, interpreted and were used in the presentation and discussion of the findings. From the result, it can be concluded that Moving Class system has a significant role in English Language Teaching. It gives the ELT teachers more space to control their classroom to be in accordance to the subject they taught. A fully-controlled classroom will provides an effective and efficient learning process. Implementing Moving Class system can be beneficial for the implementer especially in Boarding School. It can reduce the possibility of sleeping students during the class. Besides that, Moving Class system can be as an orientation to the college system.

Keywords: *moving class; classroom management; EFL.*

INTRODUCTION

This study was anchored on the two main variables, those are English Language Teaching (ELT) and classroom management. ELT is defined as teaching English to individuals whose first language (L1) is not English (Hall, 2017). While classroom management according to Wolff, Jarodzka, & Boshuizen (2017), refers to a system of activities to support an effective learning environment. The expected classroom is one that supports the goal of the learning process. Less experienced teachers tend to associate good classroom management with student discipline; while experienced teachers focus more on the class' engagement (Isa, 2020).

Several studies had been conducted in the field of ELT. For instances, the study by Sucuoğlu, Bayrakli, Karasu, & Demir (2017) who evaluated the management of preschool teacher classes using Turkish Teacher Strategy Questionnaire Form (TSQ-T) and found it reliable to investigate preschool classroom management, Soydan, Pirpir, Ozturk, & Angin (2018) who found that 81% of

teachers need to be supported in terms of classroom management, and Wills, Wehby, Caldarella, Kamps, & Swinburne (2018) examined the effects of the Class-Wide-Function Intervention Team program (CW-FIT) and confirmed that it can be used to improve on-task behavior and reduce students' disruptive behavior with or at risk for Emotional Behavioral Disorders (EBD).

Beside, Eldar, Ayvazo, & Hirschmann (2018) conceptualized classroom management as an instructional stimulus control that is manifested by superior identification of discriminatory stimuli, repertoires of responses, time, and latency. While Lopes, Silva, Oliveira, Sass, & Martin (2017) investigated the relation between 5th through 9th grade perceived Portuguese teacher's classroom management, teacher's perceived time spend with misbehavior, teacher's self-efficacy, and teacher's perceived classroom misbehavior. Then, Buchanan, Mynatt, & Woodside (2017) examined the classroom management experience of the seven school counselors in their first year of work.

Classroom management study was also conducted by Ahmad, Hussain, Ayub, Zaheer, & Batool (2017) who investigated the relationship between classroom administration methodology and the scientific implementation of students and revealed that there is a positive relationship between the teaching methods used and the achievement of students.

Several studies were also conducted in the term of ELT, one is by Aşıksoy (2018) who identified Web 2.0 tools used by students and found that most are aware of Web 2.0 tools in language learning and they believe this tool helps them in learning English. Another study was conducted by Doğan & Cephe (2018) who investigated creative drama effects on eight teaching skills and perceptions from 15 ELT teachers who took part in a 30-hour creative drama workshop and revealed that the workshop improves all target teaching skills, especially body language, affective atmosphere, and spontaneous decision making. The study also conducted by Belli (2018) who explored the attitudes of Turkish university students in the Department of English Language Teaching (ELT) towards their culture and integration into their language teaching and cultural awareness.

Furthermore, Özer (2018) explored the attitude of future English language teachers to use computer technology in language teaching and found that prospective teachers use computers mostly for simple tasks such as sending e-mails and presentations. While Sa-ngiamwibool (2018) proposed keys to ELT for the 21st century and Fithriani (2018) revealed the discrimination between native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in ELT.

In addition, the study conducted by Hanum (2021) examined the use of PicLits and Kahoot! in English Language Teaching (ELT) to improve students' vocabulary and showed that the use of ICT in ELT was effective in improving students' vocabulary. Still in the same concern, Isnawati (2017) examined students' perspective on the use of web-based materials in ELT classes and concluded that the students had more positive views on the use of web-based materials.

All researches reviewed were very helpful in strengthening and showing prominent findings in the acquisition of additional knowledge found for this study. Information about insights gathered from

previous writings and studies made a noteworthy difference.

There are several studies that have similar insights with this study in particular the terms of classroom management and ELT. The studies conducted by Sucuoğlu et al. (2017), Soydan et al. (2018), Wills et al. (2018), Eldar et al. (2018), Lopes et al. (2017), Buchanan et al. (2017), and Ahmad et al. (2017) were focused on practicing classroom management in which can help students in enhancing their achievement, students' social competence and their behaviour. Those studies discussed the impact of the classroom management and the need for developing teaching routines.

The other studies were on ELT as conducted by Aşıksoy (2018), Doğan & Cephe (2018), Belli (2018), Özer (2018), Sa-ngiamwibool (2018), Fithriani (2018), Hanum (2021), and Isnawati (2017). Those studies discuss generally about the issues related to ELT. Those issues are in the field of strategies, methodologies, teachers and students' psychology, and policies. These have given significant views to this study.

All previous studies both in the field of classroom management and ELT showed that each is different from each other. Notably, there was no study yet conducted on the classroom management particularly on moving class system in ELT.

While similarities and differences existed in the previous studies, the connection between those studies and the present is in the terms of classroom management and ELT. However, it is noticeable that none of those studies conducted on Moving Class system as an ELT classroom management that became the focus of this study. This is the gap that this study attempts to bridge.

However, Moving Class is not commonly practice in Indonesian Educational system. It is mostly implemented in college, but it is not implemented as subject-focused classroom. Moving class system which is implemented in college not only requires students to move, but also the lecturer. With the advantages of moving class, the authors' hopes to provide a significant view of the system. Thus, the study is conducted in order to describe the implementation of moving class system in the form of subject-focused classroom.

METHOD

The researcher utilized the descriptive qualitative method. Qualitative research emphasizes the

condition of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection technique is triangulated, data analysis is inductive, and research results emphasize meaning rather than generalization (Habsy, 2017). Qualitative usually deals with human mind and actions, therefore it is considered as more complex than quantitative (Mohajan, 2018).

The technique of collecting data used in this research was observation. Observation is considered as a process of determining the characteristics of an object or event in a precise, planned, systematic, and generally empirical manner by creating literary data (Elmas, Pamuk, & Saban, 2021). In some research observation of people is not required but observation of the environment. This can provide valuable background information about the environment where a research project is being undertaken.

In this study, observaion was used as the data collection technique. It was conducted by observing the learning process through CCTV record. Focus Group and interview were also conducted to enrich the accuracy of the data.

Focus Group is a group discussion that centralizes on the issues being studied. The purpose of focus group is to bring the various perspective in one forum. The expected amount of collected information in focus group is wider and larger (Ghony & Almanshur, 2017). In the group discussion process, group members can evaluate each other and exchange ideas so that the message in the discussion theme is very likely to be conveyed (Logren, Ruusuvoori, & Laitinen (2017).

Interview was also used in this study. Interview is one method of collecting data to obtain information by asking directly to respondents (Nugroho, 2017). Qualitative interview can be conducted more flexible. Qualitative interview makes the interviewee unaware that (s)he is being interviewed. (Ghony & Almanshur, 2017)

In this study, focus group discussion and interview were utilized to verify the data taken from the observation through the CCTV record.

Data analysis in qualitative research is carried out before, during, and after conducting research (Anggreni & Suartini, 2021). Data analysis includes testing, selecting, sorting, categorizing, evaluating, comparing synthesizing, and reflecting on recorded data, as well as reviewing raw and recorded data. (Ghony & Almanshur, 2017)

The data were analyzed using descriptive qualitative technique. Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer to subjective or social meanings. Qualitative data analysis is also applied to discover; describe issues in the field or structures and processes in routines and practices. In the process of data analysis, the researcher needs to think critically. Since, data Analysis is needed in a research as a process for organizing the data in order to get patterns of other explanation forms (Flick, 2013).

RESULTS AND DISCUSSION

From the data that have been analyzed and interpreted, the findings of the study were as follows.

Results

The teacher is given full authority to manage the classroom in relation to the need of the lesson without any disruptions. As in the common classroom system where the teacher is the one who comes to the class, where the class is set in such a way that it will be used again by the next teacher who will enter the class. While in Moving Class system, such a problem does not occur because the class is permanently occupied by the teacher handling the subject.

Some advantages of Moving Class are: reduce the possibility of sleeping students during the class; as an orientation to the college system; counter-boredom exercise; acknowledge positive attitude to students; maintain students discipline in joining the lesson; training students' social aspect; building a collaborative work among teachers, staffs and students.

On the other hand, there are also disadvantages of Moving Class system such as: it consumes more energy; it is applicable only in a high level institution; it reduces sense of responsibility for students to take care of the class; it sometimes have a confusing subject mapping; it can also create gaps in class facilities.

The data collected through focus group discussion and interview reflected the advantages and disadvantages of implementing Moving Class system as a Classroom Management. Both the

students and the teacher perspective are provided in the following discussions

Discussion

The role of Moving Class in English Language Teaching supports social participation of all students, being able to maintain behavior and/or independently move between classrooms reduces stress, maximizes instructional time and creates opportunities to interact with school staff. The CCTV record shows how the teacher and students handle moving from one classroom to another.

Moving Class system requires physical assistance (e.g. assistance with mobility) and/or individual support to ensure student safety and/or to facilitate appropriate behavior when transferring to different classrooms within the school. It also requires frequent (i.e. more than three times per week) reminders and/or support to demonstrate appropriate behavior when transferring to different classrooms within the school. And may require occasional (e.g. less than twice per week) reminders but generally demonstrates appropriate behavior when transferring to different classrooms within the school and as the students enter the classroom the learning activity immediately be facilitated by the teacher.

In moving class, students will leave the classroom to other classroom according to the schedule, so students come to the teacher, not vice versa. The teacher no longer needs to instruct students to learn. Since students learn self-initiative thus students are able to master the concept completely. It means that students must play an active role in receiving lessons from the teacher.

The learning activity recorded in the CCTV was in English classroom taken on Thursday, August 16th 2018. The topic of the lesson was to make and produce a Greeting Card where the learning goal is for the students to be able to understand and make a simple greeting card with English language as a text. The setting of the seats was in conference model as the students' seats are divided into small groups arranged in a circle.

At the start of the learning process, teacher divided students into small groups. After that teacher showed the picture of the example of greeting cards. Those were contextual greeting cards which are often found and seen by students in their daily life. In this step, the teacher asked the students to look at the picture and observe what the

greeting cards are telling about. Then, the teacher shared a sheet of paper to the groups in order to help them understand the topic.

Next step was the questioning session. In this step, the teacher moved around the students and tried to help them by giving a chance to ask questions. During the process, the teacher made sure that the students understood what they are learning by looking at students' work. After that, the teacher asked the students to share to each other about what they know about a greeting card.

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After they discussed with each other, the students were given an ice breaker by the teacher in order to refresh their minds so that they would be ready to continue to the next step. The next step was the process of making the greeting card. Before they made the greeting card, the teacher gave the students marker to help them in creating and developing their ideas to be printed on their own greeting card. In addition, the teacher facilitated the activity as the students did it by themselves. The teacher continuously reminded the students about the language structure they need to remember, the

language feature and also the generic structure of the text.

In the last step, the teacher asked the students to show what they had made. In this step, students presented the topic of their greeting card as their output. The teachers assessed the students' ideas and appropriateness of the greeting cards created by them.

Finally, the class was ended with the teacher giving the students homework in addition to the Greeting Card. Then, the teacher asked the students to leave the class and keep the setting as what have been set because there would be a next class in the same classroom.

From the description above, it can be implied that the role of Moving Class system is giving the English teacher full authority to manage the classroom in relation to the need and development of English lessons without any disruptions. As in the common classroom system where the teacher comes to the class, where the class is set in such a way that it will be used again by the next teacher who will enter the class. While in Moving Class system, such situation does not occur because the class is permanently occupied by the teacher handling the subject.

Discussion

The advantages

The data collected through focus group discussion and interview reflected the advantages of implementing Moving Class as a Classroom Management. Both the students and the teacher perspective are provided in the following discussions:

Reduce the possibility of sleeping students during the class. As a Boarding School occupant, students have many activities in their dormitory that make them active. And when students do not move from one classroom to the other this drives them to be sleepy as they attend to their formal lessons. While conducting moving class system, students have more physical movement making them active in the class.

As an orientation to the college system. The concept of moving class refers to learner-centred learning and provides a dynamic environment in accordance with what they learn. Even though the moving class system is more suitable for SKS like College, it does not rule out the possibility of being implemented on the package system like Schools.

Counter-boredom exercise. The implementation of Moving Class provides the students various classroom setting where each is unique. This can reduce the boredom that might be felt by students when conducting common classroom system that allows them to stay in only one classroom setting. While in Moving Class system, different classroom setting will give different atmosphere. Besides, the moving activity can also refresh students mind after they join a previous subject.

Formation of positive attitude. Moving class corrects students' attitude by inculcating discipline and patience as the students move from one class to the other. It facilitates the movement easier and faster so that the teaching and learning process run well. Students need to prepare everything needed as they transfer to another class and the teacher makes sure that all instructional preparation are ready for the next class. Both teacher and students develop in themselves the right attitude of readiness for teaching and learning process.

Maintain students discipline in engaging in the learning process. Discipline means students are responsible in the learning process. It deals with the students' punctuality in coming to the class. It means that in the process of the class movement, students need to consider how long they will move to the next class to avoid waste of time and is made ready for the next class. It will increase the opportunity for the students to have time to rest and to prepare for the lesson.

Enhance students' social interaction. The process of movement from one class to another class expose the students to other class aside from their classmates. It also gives the positive impact for students' social development since they will regularly meet their friends from another class. In addition, the moving class system also trains students' social aspect in term of socialization. It is clear that, say for example, English class is not only for students of grade VII, but also for all graders at the Boarding school. It will give a positive impact on students in developing the value of cleanliness and orderliness by keeping their room clean, safe and comfortable to learn.

Building a collaborative work among teachers, staffs and students. It will foster the creation of a supportive environment. The supportive environment could be in a form of the collaboration among the internal stakeholders and the students, and the non-teaching staff. The general advantage is

that moving class can improve the quality of teaching and learning process as they collaborate with each other.

The disadvantages

Besides, the implementation of Moving Class as a Classroom Management has also some disadvantages. Both the students and the teacher perspective are provided in the following discussions:

Consume more energy. Moving class requires students to move from one class to another class. It is because classes are divided based on the subject matters that should be accomplished based on the curriculum. The number of the class will depend on the number of subjects. Meanwhile, there are 4 subjects that students need to have in a day. It means that students need to move four (4) times in a day within different distances. The problem is that the distance between the classrooms might be far. There are 3 main buildings in which students may need to move from building 1 to building 3. Thus the need for more energy for students to get to the room. Besides, students also have to bring their own school things that sometimes are too many to be brought moving to the next classes.

Applicable only in a high level institution. In Moving class students need more attention from the room and the subject matter timetable. Each subject requires a lot of available classrooms to be used. It also depends on the curriculum adopted by the school. That is why moving class is more appropriate from the high Educational institution than lower class Educational institution since it needs a numerous available classrooms and policy from some aspects.

Reduce sense of responsibility for students to take care of the class. Moving class means that the students are the one who move, not the teacher. It makes the students lack responsibility to keep up the room since they feel that they don't have their own classroom. They think that the class is the teacher's class, so the responsibility to keep the room clean is the teacher's responsibility. Moreover, students lack the responsibility to keep the classroom properties as well.

Confusing subjects' mapping. The number of the rooms in a moving class system depends on the number of subjects. Because there are a number of subjects, it considers more attention from class division since it should fulfill the whole subjects

taught in that school. The varied sizes of the classrooms contribute a problem in classroom division. In some subjects, it needs bigger classroom than the other. Say for example science classroom, it needs bigger room than the other in order to save and structure the science classroom property. It contributes to the problem of classroom division.

Creating gaps in class facilities. Every subject has its own requirements. Say for example, the Language classroom should be designed different from Math classroom with regards to properties and equipment needed. In Language classroom, there are sound speakers, microphone and multimedia property which are not available in Math classroom. In some cases, it contributes to a gap between one classes to another class.

CONCLUSION

In the light of the findings, it can be concluded that: 1) Moving Class system has a significant role in English Language Teaching. It gives the ELT teachers more space to control their classroom to be in accordance to the subject they taught. A fully-controlled classroom will provides an effective and efficient learning process; 2) implementing Moving Class system can be beneficial for the implementer especially in Boarding School. It can reduce the possibility of sleeping students during the class. Besides that, Moving Class system can be as an orientation to the college system. As a system, Moving Class can also as a counter-boredom exercise. Furthermore, it acknowledge positive attitude to students. It also maintains students discipline in joining the lesson as well as training students' social aspect. And the most important is that it builds a collaborative work among teachers, staffs and students. Even though, Moving Class system also has some disadvantages such as consuming more energy; it is only applicable in a high level institution; it can also reduce sense of responsibility for students to take care of the class. Sometimes, a confusing subjects mapping can be occurred; it is also used to prevent gaps in the use of classroom facilities; 3) the policy guidelines for Moving Class system was formulated to help the stakeholders in any institutions, especially in Boarding School to implement Moving Class system. Besides, the policy guidelines also provides a recommendation to ELT classroom management in Moving Class system.

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