MANAGING CLASS IN ENGLISH LANGUAGE TEACHING

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Riwayat Artikel	Abstrak
	Manajemen pembelajaran bahasa Inggris merupakan hal yang penting untuk diperhatikan karena merupakan bagian penting dalam proses literasi bahasa Inggris. Penelitian ini bertujuan untuk mengetahui manajemen pembelajaran yang digunakan dalam pembelajaran bahasa Inggris siswa di SMP Sunan Ampel. Peneliti menggunakan Metodologi Kualitatif. Data dikumpulkan dengan menggunakan teknik observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru menyiapkan perangkat pembelajaran seperti silabus, program bulanan, program semester, dan rencana pelaksanaan pembelajaran. Dalam pelaksanaan pembelajaran, metode yang digunakan guru adalah ceramah, diskusi, tanya jawab, dan pemberian tugas. Guru pengelola kelas dalam pengajaran bahasa inggris di SMP Sunan Ampel, Guru pertama-tama sebagai fasilitator. Kedua, sebagai penyelenggara. Ketiga, sebagai evaluator. Keempat, sebagai fasilitator. Kelima, sebagai peserta. Keenam, sebagai narasumber. Yang ketujuh sebagai tutor. Kedelapan, sebagai pengamat. Dari penjelasan tersebut masih 70% yang diterapkan di SMP Sunan Ampel. **Kata kunci:** manajemen pembelajaran; metode pembelajaran; kelas bahasa inggris
	Abstract
	English learning management is an important thing to pay attention to because it's an important part of the English literacy process. This study aims to determine the learning management used in student English learning in Sunan Ampel Junior High School. Researcher use Qualitative Methodology. Data were collected using observation and interview techniques. The results showed that teacher prepare learning tools such as syllabi, monthly programs, semester programs, and lesson implementation plans. In the implementation of learning, the methods used by teacher are lectures, discussions, questions and answers and assignments. The managing class of the teacher in the english language teaching in Sunan Ampel Junior High School, teacher first of all as a facilitator. Second, as an organizer. Third, as an evaluator. Fourth, as a facilitator. Fifth, as a participant. The sixth, as resource person. The seventh as tutor. The eighth, as an observer. From this explaining is still 70% that has been applied to the Sunan Ampel Junior High School. *Keywords: learning management; learning methods; english class*

INTRODUCTION

English subjects are one of the language learning taught in every formal and non-formal education unit. In Indonesia, English began to be learned from elementary school, junior high school

and high school, as well as universities and other non-formal educational institutions such as pesantren. Such is the case at the Sunan Ampel Islamic boarding school Mekar Jaya, Lempung, OKI, South Sumatera. Learning English for students in Sunan Ampel Junior High School, is expected to help students get to know themselves, their culture, and the culture of others. In addition, English learning also helps students to be able to express ideas and feelings, participate in society later when students return home from Islamic boarding schools.

Initially, the notion of learning management only relates to activities that occur during the process of teacher interaction with students both outside the classroom and in the classroom. The term learning management includes one of the management of competency-based curriculum implementation (Diknas, 2004). In the other word management is human resource management, facility management, and assessment management.

Setting methods, strategies, and skills in learning is part of learning management activities that must be carried out by teachers. Teachers must understand several factors that can affect student learning, so that the teaching and learning process can run well. Factors that need to be considered include: physical, social, emotional, and organizational conditions. All of these factors must be understood by the teacher in order for the teaching and learning goals to be successful (Ade and Asep Suryana: 2009:104). Learning operation is all sweats to regulate the tutoring and literacy process in order to achieve an effective and effective tutoring and literacy process. (Bafadhal, 2004: 11).

Learning method is a method used in learning that aims to enable students to know, understand, use and master certain learning materials. When the teacher uses the lecture method, it means that the teacher must explain to students about the material taught. However, teachers should reduce the use of this method in learning because it does not give students the opportunity to be more active (Suyono and Hariyanto, 2009).

That preparation can be useful for teachers as self-control in order to improve the way they teach (Suryosubroto, 2002: 28). Suyono and Hariyanto (2009) argue that the learning method is a method used in learning that aims to enable students to know, understand, use and master certain learning materials. The discussion method is a method of delivering material by providing opportunities for students to express opinions and draw conclusions, as well as find alternative problems (Suwarna et al, 2006). While the question and answer method is a method intended to ask how far students have known the material that has been given, and know the levels of student thought processes (Fadlillah, 2014; Julaeha, 2019; Rosa et al., 2024; Kamaludin et al., 2024).

Harmer (2003:57-67) explains the role of the first teacher as a controller. When a teacher acts as a facilitator, his primary role is to be responsible for the ongoing teaching and learning activities in the classroom, including group discussions between students. As a guide, the teacher is better used to give orders and explanations and complete the teacher's assignments in the form of questions and answers.

The second, teacher as the organizer. The primary task of the teacher is to carry out the initiative to organize the students to conduct 121 different activities. This initiative entails gathering information, outlining the process for carrying it out, enlisting volunteers in a group, and ending a particular initiative for teaching. The first thing that the teacher must do when organizing a situation is to ensure that the participants are engaged and helpful to them throughout the entire process.

The tirth, teacher as an assessor. One thing that teachers strongly advise their students to do is to determine whether the language they use or are learning has been ingrained in their brains. This is especially important in the case of teachers serving as teachers. Guru always provides feedback, criticism, and suggestions regarding staff members in a variety of situations, such as providing feedback regarding staff members' performance reviews.

The fourth teacher as a facilitator. When participating in role-playing activities, students find it difficult to continue activities because they do not master vocabulary, so they have to stop at role-playing activities. In such situations, the teacher continues to help them but does not stop the activity. This is where the role of the teacher as a guide or facilitator.

The fifth, teacher as a participant. Teachers play a very important role as participants in learning activities. The role of the teacher is not the teacher, he must participate in the discussion (Gibran et al., 2022) , for example, when he inflames the atmosphere of the group discussion, he acts as if a member of the discussion group, but the teacher role is not to dominate the discussion, but only to increase motivation, arouse inspiration, and stimulate students' creativity so that the discussion goes well.

Sixth, teacher as a resource person. The role of the teacher as a source of knowledge needed for students. This is because students want to ask how to say something in the target language, write something, and want to know the meaning of a word or phrase.

Seventh, teacher as a teacher. Here, the teacher combines the roles of facilitator and facilitator. For example, students work on tasks that take time, such as speaking or writing, then the teacher's role is to provide direction or guidance to complete these activities.

Eighth, teacher as an observer. When the teacher plays the role of observer, the main task to do is to monitor the work of the students so that it is easy to guide each individual directly. When the teacher observes it should not be too condescending or arrogant. We recommend that teachers keep separate records of individual and overall performance to see progress in student activity and progress in the learning process.

RESEARCH METHODOLOGY

The definition of qualitative methodology is based on Creswell (Djam'an satori & Aan komariah, 2017, p. 24) which states that the definition of qualitative research method is an inquiry process (question/investigation) regarding the understanding of something to obtain data, information, texts of respondents' views that use various methodologies in a social or humanitarian problem or phenomenon.

According to Sugiyono (2018, p. 213), the qualitative research method is a research method based on the philosophy of postpositivism, which is used to research scientific conditions where the researcher himself is the instrument, qualitative data collection techniques and analysis emphasize meaning.

Qualitative research has main characteristics or distinctions that shine through its characteristics. According to Satori & Komariah (2017, p. 26) the characteristics of qualitative research are as follows: 1). as a natural setting with direct data sources and the key instrument is the researcher 2).Descriptive in nature 3).Working with a focus on process and results is a necessity 4). The data analysis method was carried out inductively 5). Make "meaning" an essential thing 6). Study focus as research limit 7). The initial design is tentative and verification.

Qualitative research uses special criteria to measure data validity. Qualitative research can be considered trustworthy and valid because the track record of a study has a high level of trust between one data source and another, is formal and material in order, is recorded in careful and consistent field notes so that people who doubt it can confirm the data easily.

In this research, researchers collected data were using observation and interview. Observation is an accurate and specific method for collecting data and seeking information about all activities that are the object of research study (Patton:2009). Observation is an activity that involves all forces senses such as hearing, sight, taste, touch and taste based on the facts of empirical events. To answer doubts Qualitative scientists, Adler & Adler formulated the concept of discussion regarding more systematic observation techniques. Adler & Adler is one of the methodologists who has great attention to observational activities. Adler & Adler (1987: 389) state that observation is one of the fundamental foundations of all deep data collection methods qualitative research, especially concerning the social and behavioral sciences man.

The stages or observation process include selection, changing (provocation), recording (recording), and coding (encoding), series of behavior and atmosphere (tests of behavior setting), in situ, and for purposes empirical.

Slamet (2011) states that interviews are the method used to obtain information through social interaction activities between researchers and those being researched. Nazir (1983) defines interviews as a process obtain information for research purposes with how to ask and answer questions face to face between the questioner or the interviewer and the answerer or respondent by using a tool called an interview guide (interview guide).

Based on various understandings from interviews by these various figures, it can be concluded that Interview is a conversation process carried out by interviewer and interviewee with a specific purpose, with guidelines, and can be face to face or through tools certain communications.

FINDING AND DISCUSSION

The preparation of learning conducted by English teachers in Sunan Ampel Junior High School follows the development of the 2013 curriculum. This activity is usually carried out before the new school year so that learning tools are ready to be used for teaching. In this activity, all teachers in Sunan Ampel Junior High School are expected to be able to compile learning tools such as syllabus, monthly programs, semester programs, and Learning Implementation Plans (RPP). In the learning process, small groups are made based on the level taken by each student, namely basic, intermediate, and advanced. This level determines the learning of each student's ability in the Sunan Ampel Junior High School.

In essence, if a learning activity is prepared in advance, the purpose of the activity will be more directed and successfully achieve the goal. That is why a teacher should make a lesson program plan before teaching. Teachers are expected to be able to prepare and deliver teaching. This is in accordance with the reality in the field where English teachers in Sunan Ampel Junior High School before starting a new learning have made learning preparations and desired targets in the activities of the group of teachers when preparing lesson plans in the course.

Basically, the syllabus is an organization of the learning material to be taught. Therefore, the syllabus should be created with the aim of supporting the achievement of learning objectives. The syllabus created by the teacher for language learning must meet several criteria, such as being easy to learn. This criterion emphasizes the importance of the content of the syllabus which can provide convenience for students to learn some part of the grammatical or lexical structure. Thus, teaching materials should be taught from the easiest to the most difficult level. In Sunan Ampel Junior High School syllabus is applied according to the printed module of the school itself.

One of the factors that determine success in the implementation of learning is the learning method. When teachers in Sunan Ampel Junior High School use the lecture method, it means that the teacher must explain to students about the material taught. "However, I see that teachers should reduce the use of this method in learning because it does not provide opportunities for students to be more active," said Miss Tarisa as the english teacher of Sunan Ampel Junior High School.

The discussion method must be carefully prepared by teachers and students so that it can run effectively, because if not prepared, students tend to be rowdy and not concentrated. This is in accordance with what is applied in the Sunan Ampel Junior High School. Before conducting learning with the theme of discussion between teachers and students, they have made an initial agreement to stay focused on the material being discussed.

While the question and answer method is a method intended to ask how far students have known the material that has been given, and know the levels of student thought processes. From this question and answer, the teacher knows the abilities of each student. However, in this Sunan Ampel Junior High School still not all students achieve the criterion of the target that the teacher wants to achieve. It is because students are less active when the learning process begins because it clashes with other cottage activities, such as reciting and other activity of Pesantren.

Student success in learning is largely determined by the learning process carried out by the teacher. The role of teachers in the language learning process must be able to meet the needs of students, thus, students can develop in a better direction. This development will make it easier for

students to obtain better results, and students will be able to cope with various situations in the use of language, especially English.

From Harmer explaining this is still 70% that has been applied to the Sunan Ampel Junior High School. Because there are few human resources who can perform the role of teachers well. As in the eighth role of the teacher as a resource. The ability of existing teachers is still at an average standard to be one of the influences of the student learning process. "Actually, you can use a dictionary, but this makes the learning process paused. As a result, finding vocabulary in the dictionary takes a long time. Even children forget what material when speaking, for example," said Miss Tarisa (as English teacher of Sunan Ampel Junior High School).

CONCLUSSION

In particular, this study can be summed up as follows:

First, the preparation for English learning in Sunan Ampel Junior High School is carried out by teachers by compiling learning tools such as monthly programs, semester programs, and lesson plans. Before that, the teacher first evaluates what are the obstacles of students in learning English, especially in the previous year. After that, the teacher determines solutions that can make it easier for students to understand and apply writing skills. Meanwhile, in compiling the RPP that becomes a reference is a module printed from the Sunan Ampel Junior High School. The lesson plan has been prepared by the teacher in detail, clearly and easily understood.

Second, in the implementation of english learning, teachers use lectures, discussions, questions and answers and assignments. Student success in learning is largely determined by the teacher-led learning process. The role of the teacher in the english learning process must be able to meet the needs of students, first of all as a facilitator. Second, as an organizer. Third, as an evaluator. Fourth, as a facilitator. Fifth, as a participant. The sixth, as resource person. The seventh as tutor. The eighth, as an observer. Even though 70% has been achieved, all teacher will still try to maximize the learning process in Sunan Ampel Junior High School.

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