

THE IMPLEMENTATION OF WHOLE GROUP MANAGEMENT SKILL OF THE TEACHER IN TEACHING ENGLISH

Dahlianti Endang rahayu¹, Antonius Ali Wutun²

¹STKIP YPUP, Makassar email: tryvania4@gmail.com

²STKIP YPUP, Makassar email: aliwutun@gmail.com

Abstrak

This research aims to know the implementation of whole group management skill of the teacher in teaching english. The subject is the first grade teacher of English at SMP Hasanuddin Gowa. The method is descriptive. The researcher used two ways in collecting data: classroom observation and interviewed the English teacher. The result indicates that the first grade teacher of English at SMP Hasanuddin Gowa implemented Whole Group Management Skill during her English teaching and learning process. The implementation is categorized as always appear that is indicated by 5,1. Those are wittiness, movement management, and maintaining group focus whereas the Whole Group Management Skill's Principles is categorized as sometimes appear. It means that the first grade teacher of English implemented all of the Whole Group Management Skill's principle and its indicators in the teaching of English to the first grade students at SMP Hasanuddin Gowa.

Keywords: management skill, teacher, teaching English.

INTRODUCTION

Despite being a worldwide language and crucial for students' future, many find it difficult to learn without the right support. Teachers are essential to classroom instruction, particularly when it comes to creating a positive learning atmosphere by managing the class with Whole Group Management Skill. It can be difficult to successfully manage huge courses. To keep all students interested, minimize interruptions, and avoid boredom, teachers must use group-based management strategies. This is especially crucial while teaching English since constant engagement is required. Key classroom management techniques such withitness (teacher awareness), overlapping (managing several tasks at once), and movement management are highlighted in earlier studies (Merrett, 1993; McNamara, 1995; Wong, 2005) as ways to enhance classroom dynamics. Within this framework, techniques like the Direct Method and Grammar Translation are also covered as useful teaching aids.

In order to determine how effectively the concepts of Whole Group Management Skills are implemented, a first-grade English teacher at SMP Hasanuddin Gowa will be observed and interviewed for the study. Data is gathered, categorized using indicators, and then examined for efficacy and frequency. to ascertain how much the instructor uses whole group management skills when instructing English and how this influences student comprehension and classroom involvement. The teaching process will be more successful and students will demonstrate more comprehension and engagement if the instructor regularly implements Whole Group Management concepts, especially withitness, movement management, and keeping group concentration.

REVIEW OF LITERATURE

Several researchers have conducted some researches on the Implementation of Whole Group Management Skills. The results of the research are briefly cited below :

Merrett (1993) emphasizes the value of proactive intervention and instructor awareness. According to the source, effective classroom management necessitates foresight and prompt

responsiveness to behavioral concerns. The author utilizes this to bolster the idea of "withitness," which refers to a teacher's capacity to identify and stop disruptions before they become serious.

McNamara (1995) addresses the importance of teachers' presence and self-assurance in "Changing Behavior." It highlights that authority in the classroom is psychological as well as procedural. According to the study, this is consistent with the idea of keeping the group focused and the teacher's responsibility to firmly guide the group.

Larsen-Freeman (2000) presents the Direct Method and Grammar Translation Method as useful instructional techniques. The author makes a connection between these strategies and group management abilities, specifically in terms of how educators plan classes to promote student involvement, strengthen comprehension, and control the dynamics of group learning.

Approaches and Methods in Language Teaching by Richards and Rodgers (2001) By focusing on organized, teacher-led language acquisition instruction, their work bolsters the methodological framework. It supports the notion that teacher-centered, well-organized methods can support the preservation of group concentration and discipline.

Johnson et al. (1998) discusses Group-based learning and the ways cooperative structures might increase student involvement. This source supports the notion that engaging, varied activities are essential for sustaining motivation and is consistent with the "preventing boredom" and "group alerting" components of classroom management.

METHODS

A descriptive qualitative approach is used in this investigation. The goal is to see and explain how an English teacher uses whole group management skills in the classroom. The researcher focuses on the degree to which the following concepts are used in the teaching and learning process: withitness, overlapping, movement management, keeping group concentration, and avoiding boredom.

The population of this study is made up of English teachers at SMP Hasanuddin Gowa. One English instructor instructing Class A first graders at SMP Hasanuddin Gowa serves as the sample. Since the school only has one English instructor teaching that grade, the sample was chosen on purpose.

The research instrument used observation checklist where list based on the indications of Whole Group Management Skills principles. In addition to, a series of structured questions intended to elicit the teacher's comprehension and contemplation regarding the application of group management techniques is known as an interview guide.

Two primary methods were used to get the data. Using a standardized checklist, the researcher watched how the teacher performed during the teaching process in the classroom. This checklist was created to monitor how each of the Whole Group Management Skills principles withitness, overlapping, movement management, keeping the group focused, and avoiding boredom appear and are used. Following the observation, the teacher was interviewed to learn more about their viewpoint and to get more details about the management strategies they had seen. Clarifying the teacher's aims, learning more about their teaching methods, and bolstering the observation's conclusions were all made possible by the interview.

The gathered information was examined using a scoring system that took into account how frequently each principle appeared:

Always appear	: 5 – 6 times	: A
Sometimes appear	: 1 – 4 times	: B
Never appear	: 0	: C

There were multiple steps in the data analysis process. First, each Whole Group Management Skills premise and its unique indications were used to categorize the observation data. To find out how frequently each method was used during the teaching process, the frequency of each principle's application was then computed. The teacher's overall implementation of the management principles was then categorized using the mean score. Lastly, to guarantee consistency and support the interpretation of the results, the observational findings were cross-validated with the interview replies.

FINDINGS AND DISCUSSION

FINDINGS

The data gathered from the field served as the foundation for the research's conclusions. In this instance, the table displays the notes, frequency, indicators, and principles. According to Riyanto (2001:101), the frequency of appearance is categorized as follows:

A: Always appear	:5–6 times
B: Sometimes appear	:1–4 times
C: Never appear	:0

Based on the category, the implementation of the whole group management skills by the first grade A English teacher of SMP Hasanuddi Gowa can be categorized into always appear.

The Whole Group Management Skills' principles proposed by Wong (2005: 131) have been implemented in the classroom during teaching learning process. data analyzing and evaluating are based on the classification proposed by Riyanto (2001: 101) such as always appear, sometimes appear and never appear. a) indicates the principles of Whole Group Management Skills that always appear, b) indicates the principles of Whole Group Management Skills that sometime appear and c) indicatesthe that Whole Group Management Skills never appear. The discussionon the findings, including detail description of each principles of whole group management skills will shown on the next part.

The data or information collected through an interview which are related to the implementation of Whole Group Management Skills' principles in teaching English to the first grade A students of SMP Hasanuddin Gowa regency, can be categorized into always appear.

Further way of knowing about the information above like appendix F

DISCUSSION

Based on the data analysis from the field or classroom observation was analyzed, and then compared with the indicators explained above. They were used as the guideline for the researcher in observation. In supporting the data, the researcher raised some question for doing the interview. It was designed to know the teacher's understanding on Whole Group Management Skills' principles clearly or briefly. This was meant for the teacher to explore her thought in expressing her ideas about the implementation of Whole Group Management Skills' principles during teaching learning process in classroom.

The implementation of this approach is very important related to the management of the classroom to create a good atmosphere during the teaching learning process. Edward in Wong (2005:131) says that, Withitness is the ability of teacher to know what is going on in all areas of the classroom at all times. The teacher implemented the principle for getting better situation during the teaching learning activities.

The first principle was implemented by the first A grade English teacher at SMP Hasanuddin gowa in teaching english could be classified into always appear.

On The indicator (A), teacher innovates his/her knowledge, the researcher found many things related to the indicator above. For example, teacher implemented many methods in explaining the material during teaching learning process, in this case teacher explained by using two languages, first teacher explained by using English language and teacher saw the students still confused, so at the second time teacher explained by using Indonesian language to make students understand.

As shown in the indicator (B), teacher knows what is going on in all areas of the classroom at all times ,in this indicator teacher explained the material while she was going around the class; teacher asked the questions to the students based on the topic and at that time students did not

answer the questions so teacher re-explained the material to make students understand.

The indicator (C); teacher makes the rest of the students think twice before they try misbehaving again, indicated that /showed that the teacher asked the students to think again after students answer the questions incorrectly, after that the teacher gave same questions and waited until students answer the questions in the right way. By doing that, the teaching and learning activities could be done effectively, and the advantage of implementing this principle is to help students can concentrate and understand the material. In the interview, the teacher said that this principle was very important because it is related to how the teacher managed the class (students) to create a good atmosphere in order that the teaching and learning process could be effective and students can understand well about the material, from the beginning till the end of the learning process.

Overlapping means teacher makes the students to have the same perception with her, to have same understanding between teacher and students. The implementation of this second principle is very important because teacher implemented this principle for getting better situation during the teaching learning process and to know to what extent does for students understand the material.

The second principle was implemented by the first grade A English teacher at SMP Hasanuddin Gowa in teaching English and this could be classified into always appear and sometimes appear.

The indicator (A) the teacher always made her understanding the same with her students. Creating the same perception between teacher and students was shown to be always appear to help students understand the material. In interview the teacher said that the teacher always makes her understanding the same with her students or makes same perception between teacher and students always appear because students are lack of knowledge about English and some students have not got English when they were in elementary school, so when they enter in a junior high school they have got shocked, because learning English is a new thing for them. So here teacher explained twice the material to make students' perception the same with the teacher. Meanwhile indicator (B) and (C) could be classified into sometimes appear. Indicator (B), the teacher gave a glare and a hand signal during teaching the material in which she gave the form and the rule of the topic, for example in greetings ,the teacher asked the students how could we say in the morning, afternoon, evening if we meet each other. Point (C) when the teacher divided the students in the group and asked some questions and asked the first group to read their answer and another group listened to the first group ,and also teacher moved from group to group to check the students answer. This statement was were supported by the teacher in the interview, The teacher said that this principle (principle C) was implemented and could be categorized into sometimes appear because it was related to students knowledge. Here every students has different ability in learning English, so the teacher divided the students in group in order that students can share his or her knowledge to others by learning in groups

Movement management is the ability of teacher to keep students' attentive and show many strategies in teaching learning process. Indicator A, B, C were implemented it was categorized into always appear. table 5 above it is shown that the indicator A namely teacher shows the strategy, indicator B, teacher manages the transitions appropriately and indicator C, teacher avoids "Jerkiness" and slowdown during delivery the materials in teaching learning process. In indicator A every meeting teacher showed the strategy in teaching learning process. In indicator B, teacher manages transition appropriately the material. In indicator C teacher avoid jerkiness and slowdowns. In the interview, teacher said that in every meeting teacher changed the strategy in delivering the material because students do not understand materials by implementing only one strategy,for example teacher gave an assignment, gave them repetition, and she said that teacher manages transition the material appeared always appear because she saw that some students are not interested in joining the class, so she needs to change the

situations quickly, actually sometimes students laughing, sleepy, and it happens because their concentration is back. And related to teacher avoids jerkiness and slowdowns during delivering the materials.

Teacher keeps students' attentive and students' concentrate in teaching learning process. In table 6(six) shows that indicator A, B, C it was categorized into always appear. In indicator A, and B teacher asked students to keep attentive, to listen and keep concentrate of students and calls a students to answer a questions during teaching learning process. In this case, teacher went around the class to check the students' attentive and mentioned students' name to answer the questions to know the students' concentrate during teaching learning process. Based on interview, the teacher said that she kept students attentive, kept students concentrated and called a student to answer a question to be always appear because she wants to check the students' understanding and understood the materials fully. In indicator C, the teacher alerted the students to listen carefully to the response given and checked for students' mistakes. And indicator D teacher shows the students the way in practicing group alerting. here the teacher divided the students in the groups, and the teacher gave the questions and asked students to answer a questions, teacher moved from one group to another group then teacher showed the way in discussing, how to answer the questions from group it was categorized into always appear.

One of the basic assumptions in teaching learning process is that students are interested in learning related to Whole Group Management Skills' principles, teacher shows the strategies and way in teaching and learning process to make students interest in learning and avoid the students boring Table no 7(seven) shows that in indicator A teacher shows the strategies in teaching learning process to make students interest in teacher explanations and to avoid students boring were categorized into always appear. At the time, teacher showed many strategies in order that students were interested in learning the material, for example teacher gave the material, after that teacher gave some questions to check the students' understanding, teacher asked the students to practice the material in front of the class, and every students should do the conversation, and teacher asked the students do the exercise. In interview teacher said that teacher shows the strategies to make students interested in the materials. Besides this, the teacher always shows the way to avoid students to get bored because the teacher wants her students concentrated and increase their knowledge in learning English. In indicator B, teacher sets meaningful activities and challenging over for students to do and provide variety in their lesson It was applied it was categorized sometimes appear.

CONCLUSION

Based on the data analysis and conclusion collected through classroom observation provided that the first grade A English teacher had implemented the principles of Whole Group Management Skills in teaching learning process as summarized below:

1. The whole Group Management Skills principles were implemented by the First Grade A English Teacher at SMP Hasanuddin Gowa. The implementation was categorized into Always Appear or indicated by the mean frequency of appearing 5,1.
2. Withitness was implemented and categorized into always appear and it was indicated by the mean frequency of appearing 6.
3. Overlapping was also implemented and categorized into sometimes appear and it was shown by 4 as the mean of frequency of the skill.
4. Movement management was also implemented and categorized into always appear. The mean of this management skill was 6.
5. Maintaining group focus was also implemented and categorized into always appear. This implementation was indicated by the mean of 5.5.
6. Preventing Boredom was also implemented and it was categorized into sometimes appear. This was shown by 4 as the mean of the frequency of appearance.

And based on the data analysis and conclusion collected through Interview provided that the first grade A English teacher had implemented the principles of Whole Group

Management Skills in teaching learning process could be categorized Always appear. On the interview teacher said that Teacher always makes her understanding the same with her students or make same perception between teacher and students because students are lack of knowledge about English and some students have not got English when they were in elementary school, so when they enter in a junior high school they have got shocked, because learning English is a new thing for them, in every meeting teacher changed the strategy in delivering the material because students do not understand material by implementing only one strategy, teacher show the strategies to make the students interested in the material the teacher always shows the way to avoid students to get bored because the teacher wants her students concentrated and increase their knowledge in learning English.

In conclusion, all the principles were implemented well, based on the result of the classroom observation and the interview the English teacher of the first grade A at SMP Hasanuddin Gowa Regency.

REFERENCES

Johnson et al., 1998, *Active Learning: Cooperation in the Classroom. Interaction Book Company*, Edina, MN. 328 p.

Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

McNamara, S. and Moreton, G. (1995) *Changing Behaviour: Teaching Children with Emotional and Behavioural Difficulties in Primary and Secondary Classrooms*, London: David Fulton.

Merrett, F. (1993) *Encouragement Works Best: Positive Approaches to Classroom Management*, London: David Fulton.

Richards and Rodgers, 2001. *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Riyanto, 2001. *Metodology Penelitian Pendidikan*. Surabaya: SIC.

Wong, Angela. 2005. *Classroom Management (Facilitating Teaching and Learning)*. Singapore: Prentice Hall.