



CLASSROOM MANAGEMENT PRACTICE BETWEEN URBAN AND RURAL EFL TEACHERS

Hami Mukaromah¹, Ateng Kurnia², & Amir Hamzah³

Institut Pendidikan Indonesia
Email:
hamimukaromah.i@gmail.com

Article History

Submitted 23 February 2023

Revised 6 March 2023

Published 27 March 2023

Abstract.

This research investigated the implementation of Building Knowledge of the Field (BKOF) in teaching narrative text. The purpose to conduct the research is to examine how does an English teacher implement BKOF in teaching narrative text. While this research uses qualitative applying descriptive study. In the research process, data collection was obtained from observation, document analysis, and interview. The result shows that there are four stages to implement Building Knowledge of the Field in teaching narrative text, include: First, the teacher gives stimulus to students, the stimulus given by the teacher is by giving examples of narrative texts and using questions; Second, the teacher guides students to mark vocabulary and sentence patterns which are linguistic elements of narrative text; Third, the teacher asks the students to reconstruct the narrative text which has vocabulary and sentence pattern errors; Fourth, the teacher evaluates the results of students' answers with the students.

Keywords: Building Knowledge of the Field (BkoF), Narrative text

INTRODUCTION

Classroom management has a crucial role in teaching and learning. It involves aspects of teaching that are central to student learning and teacher success (Deaton, 2013). Classroom management that is included in any action that the teacher takes to make an

environment that promotes and facilitates both academic and social-emotional learning. It also consists of a teacher's capabilities to effectively implement a management approach, a classroom setting, rules, procedures and routines, instructional practices, curriculum and discipline interventions (Deaton, 2013).

Unfortunately, Urban and Rural EFL teachers often have difficulty to face disciplinary problems and student's misbehavior. For teacher education programs, multiple field placements in diverse settings have been consistently advocated; in particular they can be placed in urban or rural districts. In line with Back, Polk, Keys and Mc Mahon (2016) Urban and rural learning environments pose distinct instructional challenges for teachers; These schools can encounter a varied mix of languages, cultures, income levels, races and ethnicities, which offer multiple valuable perspectives but can make instruction more complicated than in other settings.

The teachers must conform where they are placed, because between urban and rural high schools have the difference characteristics that give impact in difference classroom management practice by teacher. Additionally, teachers in urban schools consistently report more behavioral challenges and victimization than do teachers in rural schools (McMahon, 2014).

Martin (2003) explains that many urban teachers want better relationships with their students but claimed their efforts were obstructed by disciplinary problems, large class size, lack of time for individual interaction, busing policies, and lack of student participation in extracurricular activities. Rural schools, on the other hand, are typically characterized not only by a strong sense of community within the school itself, but also by a sense of being a part of the larger community and an extension of the family. To conclude, it is evident that urban and rural learning environments constitute distinct instructional challenges for teachers.

Fitting classroom management depends on prevention efforts. Classroom rules are powerful preventative components to classroom organization and management plans because they build a behavioral context for the classroom that contains what is expected, what will be allowed, and what will be taught again if unsuitable behavior shows up. This helps prevent role behavior by giving students a particular appropriate task to get involved in. Monitoring student behavior allows the teacher to acknowledge the students who are involved in appropriate behavior and prevent misbehavior from escalating. To sum up, it is confirmed that classroom rules are powerful preventive component to classroom management that should be built by teachers to prevent student misbehavior.

Numerous related studies about classroom management have been done. It is found that most focused to find the classroom management strategies but there are still limited studies that analyzed the differences and similarities of the classroom management rural and urban high school. And also it was found that most studies focused to find the teachers' classroom management strategies in urban and rural, but less consider the differences and the similarities of classroom management practice especially between EFL teachers in urban and rural high schools. Therefore, this study would like to find out what the differences and the similarities of the classroom rules in classroom management practice between urban and rural EFL teachers

This research would focus on aspect classroom rules in classroom management practice. Furthermore, the researcher also limits the setting school. This research would be conducted at two different districts of senior high schools in West Java, Indonesia.

The one would take place in Garut that was categorized as Rural High School and the other would be conducted in Bandung that was considered as Urban High School.

REVIEW OF LITERATURE

Teaching

Teaching is the basis of the objectives guiding teacher education programs as well as a process by which those objectives are achieved and the main outcome by which the success of the programs is judged. The definition of teaching, she states that teaching means the helping, giving instruction, guiding, facilitating someone to learn something, providing, with knowledge and causing to know or to understand in learning process. It is an alternative process between the teacher and students and among student themselves.

A teaching activity is the activity of the teacher, the intention of which is to bring about an activity (learning), by the pupil the intention of which is to achieve some end-state (e.g. knowing, appreciating) whose object is X (e.g. a belief, attitude, skill). The purpose of teaching is to capitalize on learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Teaching Strategy

The teacher should design or select a good strategy in the teaching learning process. An instructional strategy is defined as something a teacher arranges that is designed to establish interaction between teacher, students and subject matter, or combine these three dimensions. A teacher as a selector instructional strategy, according to Kumar et al. (2004)), the effective teacher will:

- a. plan to influence directly or indirectly the learning process by varying his/her behavior,
- b. tailor the subject matter to meet the needs and interest of each individual,
- c. arrange a variety of media including book, lecture notes, homework visual aids, program, discussion, and laboratory experiences.

EFL is regarded as English as a Foreign Language, foreign language means the language used outside the country (Gonzalez, 2004); meanwhile, The Constitution No. 14 phrase 1 2015 in Uno stated that teacher is professionalism that aims to educate, teach, guide, train, assess, and evaluate learner started from young learners to senior level . In that context the English teacher is fundamentally a specialist engaging in real-world change, who may conduct academic research on occasion (Richard & Renandya). Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on. EFL teachers' needs may be classified in three domains: as a worker, as an instructor, and as a learner (González, 2003).

a. EFL Teachers as Workers

As workers, teachers would like to include in their professional development is the opportunity to improve their income as they become better qualified.

b. EFL Teachers as Instructors

In this domain, the most frequent demand for teacher education programs is the provision of new and effective teaching techniques that enable teachers to motivate their students to learn the language. The highlighted importance of meeting these needs reflects the traditional view of teachers as instructors that underestimates their interests as workers and as learners.

c. EFL Teacher as Learners

In this domain, one of the most frequent demands for universities and teacher educators is how to improve the EFL teachers' language proficiency. Most teachers feel that they lose a great amount of language knowledge as they go on the profession.

METHODOLOGY

A qualitative mainly comparative Analysis research design is utilized to guide this study. Comparative research emphasized on the explanation of differences and similarities; to build relationships between two or more phenomena and provide valid reasons (Cohen et al., 2007). Comparisons are now carried out on various levels being regional, national or wider geographical boundaries based on specific subject or area of interest. In this case, the study aims to analyze the similarities and the differences of the classroom rules in the classroom management practice between urban and rural EFL teachers. Indeed, qualitative comparative analysis research is the suitable design to be applied.

Interview was used as the instrument for collecting the data. They were two teachers from one of the senior high schools in Garut and Bandung. There were two categorized participants: The one that was categorized as Rural High School was conducted in Garut and the other that was considered as Urban High School was conducted in Bandung. The researcher conducted an interview on 20th of July and 5th of September 2020 to teacher in urban high school, meanwhile the interview to teacher in rural high school conducted on 2nd and 3rd October 2020. Two participants were given 6 questions in semi-structured interview to find out the differences and similarities of classroom rules in the classroom management practice between rural and urban EFL teachers.

To collect data the research used interview guides as a reference for interviewing. The researcher interviewed two EFL teachers at two different districts of senior high schools. In the interview, the participants were asked one by one while it was recorded using cell phone. Having collected the data, then the researcher processed the data. The data of this research was analyzed by copying the transcript from the recorder into written text. After the data from the recorder transcript, it will be analyzed, compared, categorized and interpreted for the similarities and differences classroom management in two different districts.

FINDING AND DISCUSSION

Based on the result of the interview, there were the characteristics of the classroom rules in the classroom management practice between urban and rural EFL teachers in senior

high schools. This result was analyzed based on the theory that extracted by Alter & Haydon (2017) about the characteristic of effective classroom rules that was presented in the table below:

Table 1. Characteristic of effective classroom rules by Alter & Haydon (2017)

NO	Characteristic of effective classroom rules	Characteristic urban high school	Characteristic rural high school
1.	Number of rules	5 number of rules	4 number of rules
2.	Created collaboratively with students	Yes	Yes
3.	Stated positively	Used combination of positively and negatively stated rules	Used positively stated rules
4.	Specific in nature	Used specific rules	Used specific rules
5.	Publicly posted	Rules were communicated by being stated	Rules were communicated by being stated
6.	Taught to students	Yes	Yes
7.	Clearly tied to positive and negative consequences	Used positive and negative consequences.	Used positive and negative consequences.

The table above was presented that there were seven characteristics of effective classroom rules, they were: (1) Number of rules, (2) Created collaboratively with students, (3) Stated positively, (4) Specific in nature, (5) Publicly posted, (6) Taught to students, and (7) Clearly tied to positive and negative consequences. In addition, there were found the similarities and the differences between two different Senior High School. There are five characteristics of classroom rules that are similar between urban and rural EFL teachers, there were created collaboratively with students, specific in nature, publicly posted, taught to students, and clearly tied to positive and negative consequences. Moreover, there were differences in two characteristics, there were a number of rules and stated positively.

Classroom rules are identified as an integral part of effective classroom management. Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules. Classroom rules described as cost-effective in that they are very easily implemented and focus on the prevention of challenging behaviors before they occur (Bicard, 2000 as cited by Alter & Haydon, 2017). There are the characteristics of classroom rules that teachers can apply to make effective teaching and learning. Alter & Haydon (2017) stated that the characteristics of effective classroom rules are a number of rules, created collaboratively with students, stated

positively, specific in nature, publicly posted, taught to students, and clearly tied to positive and negative consequences.

Based on the theory, there is no significant difference between teachers in urban and rural high schools. Teacher in urban high school has 5 number of classroom rules, whereas rural teacher just has 4 classroom rules. It means that the teacher in urban high school has more classroom rules than teacher in rural high school. It is stated that a smaller number is better than a larger number (Alter & Haydon, 2017). Kerr and Nelson (2010) also simply recommended having as few rules as possible. the number of rules teachers had varied widely and that the number of classroom rules used did not discriminate between more and less effective behavior managers.

Created collaboratively with students also needed when teacher build classroom rules. Based on the interview, both participants have the same answers that they created classroom rules with students and they also agree and will take the responsibility if they break. In line with Marzano (2003) classroom rules should be assumed as a contract between teacher and students. It is also supported by Educationalists as cited by Lewis (2001) who claimed that teachers should let students take responsibility in the process of creating rules and discussing the consequences of breaking rules. It is clear that creating classroom rules with students is important in order for students can take the consequences of breaking rules.

Moreover, it is recommended that Making classroom rules should be stated positively. Kerr and Nelson (2010) as cited by Alter and Haydon (2017) argued that rules should be stated positively to describe appropriate and desired behaviors. The result of interview shows that there is little difference from the list classroom rules between teachers urban and rural high school. The teacher in urban high school has negatively stated rules such as *“if they don't do assignments or they are late for class then will get punishment such as singing etc.”*. There was the word “don't” that means negative word. Something negative usually is more interesting to students trying to do. Meanwhile, the rural teacher used positively stated and her rules is more describing desired behaviors. It is clear that classroom rules should state positively in order to present suitable and desired behaviors.

In addition, classroom management recommends the use of specific rules. Because general rules will be broad enough to include all desired behaviors and presented ambiguity among students. In line with Alter and Haydon (2017) recommended that far more specificity for classroom rules by warning against rules that are worded morally rather than behaviorally. The result presents that teachers in urban and rural high schools are similar in this part. Both of them have specific classroom rules that they created with their students. Specific classroom rules will make students clear about the rules what they have to do or not.

Publicly posted is the important characteristic too. Students know classroom rules if the teacher posts to the public. According to Alter and Haydon (2017) Displaying rules publicly in writing is recognized as a useful component for building classroom rules as it serves as a visual prompt for teaching and reminding students. The finding shows that there were similar in the publicly posted. Both of them posted the classroom rules through the statement that was agreed with student face to face. Actually, in this part both of them not suitable with this characteristic cause through writing it will more effectively remains students about the rules every day. Even though both of them posted

rules just by being stated, the teachers said that it aims in order to students more understand about the rules.

The next is taught to students, Teachers who develop and implement effective classroom rules management do not merely tell their students what the rules governing student behavior are but systematically teach their students how and why to follow them (Rademacher, 1998). From the interview that was clear that both of them have taught the classroom rules face to face. The purpose is students will more understand about the rules that were created together without any question. Well-articulated rules that are negotiated with students are a critical aspect of classroom management, affecting not only the behavior of students but also their academic achievement (Marzano, 2013). It is obvious that in this aspect both urban and rural teachers similarly have taught classroom rules to students.

In making classroom rules, they must clearly tie to positive and negative consequences. Positive consequence identically involves recognition or reward for positive behavior or for the timely cessation of negative behavior. Meanwhile, negative consequences classified as punishment involve some types of negative consequences for inappropriate behavior.

Punishment is to overcome the misbehavior of students. As stated by Kyra (2018) Punishment also reminds other students not to make some mistake like their friends did. Recognize the appropriate behavior of individual students or the class, e.g. Reward individual students who behave properly (Lewis, 2011). The finding shows that similarly, both of them have positive and negative consequences. They relatively used high score for positive behaviors to motivate student to have great attitude and are not getting scores or singing or reminding vocabulary as punishment to stop misbehaving students. It is evident that this aspect really crucial for making classroom rules so that teaching and learning will be successful.

From the seventh characteristics, the most significant different from this research is a number of rules. It because there were some factors that influence in making classroom rules. The schools can encounter a varied mix of languages, cultures, income levels, races and ethnicities, which offer multiple valuable perspectives but can make instruction more complicated than in other settings.

Findings show that urban teacher has more classroom rules than teacher in rural high school. Urban teacher has 5 number classroom rules meanwhile rural teacher has 4 number of rules. Typically, Rural school has smaller class size. However, it's give benefits. According to Knoblauch & Chase (2015) stated that Rural schools have smaller class sizes and less discipline problems and the teacher/student relationships are typically closer. The feeling of community within the school as well as support from the surrounding community acts as a positive force for rural schools.

Rural teachers report greater satisfaction with their work environment and a stronger sense of autonomy and impact on school policy. Meanwhile, urban schools often face a plethora of problems and challenges. Urban districts are generally large. Urban schools are often in high-poverty areas, which adds another layer of challenges, as Noguera and Wells (2011) declared that the social conditions that arise from poverty, including poor health, high crime rates, substance abuse, etc., Therefore, teaching in an urban school is generally regarded as a difficult and challenging task for teacher.

Conclusion

Classroom rules are crucial aspect in establishing effective classroom management. It encompasses aspects of teaching that are central to student learning and teacher success in the classroom. There are five characteristics of classroom rules that are similar between urban and rural EFL teachers, there were created collaboratively with students, specific in nature, publicly posted, taught to students, and clearly tied to positive and negative consequences.

Moreover, there were differences in two characteristics, there were a number of rules and stated positively. In this case a teacher in rural high school more suitable with this theory rather than a teacher in urban high school. Furthermore, it did not discriminate between more and less effective behavior managers. In addition, both teachers in urban and rural high schools less consider in one of the characteristics of classroom rules that adapted from Alter and Haydon (2017). They posted classroom rules just by being stated publicly rather than written using printed copies or pictures that are more effective to use in posting publicly in classroom rules.

REFERENCES

- Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education, 40*(2), 114–127. <https://doi.org/10.1177/0888406417700962>
- Back, L. T., Polk, E., Keys, C. B., & McMahon, S. D. (2016). Classroom management, school staff relations, school climate, and academic achievement: testing a model with urban high schools. *Learning Environments Research, 19*(3), 397–410. <https://doi.org/10.1007/s10984-016-9213-x>
- Cohen, L., Manion, L., Lecturer, P., Morrison, K., & Lecturer, S. (2007). *Research Methods in Education* (Sixth Edit). Routledge.
- Deaton, C. (2013). Teachers' reflections on effectively managing their classroom: A discussion of how two experienced science teachers examined their classroom management practices. *Reflective Practice, 14*(2), 240–257. <https://doi.org/10.1080/14623943.2012.749229>
- Gonzalez, A. (2004). social dimensions of Philippine English. *World Englishes, 23*, 7–16.
- Kumar, I., SinghAR, & AktharS. (2004). Social development of children with mental retardation. *Industrial Psychiatry Journal, 18*(1), 59.
- Lewis, R., Roache, J., & Romi, S. (2011). Coping styles as mediators of teachers' classroom management techniques. *Research in Education, 85*(1), 53–68. <https://doi.org/10.7227/RIE.85.5>
- Marzano, J. S., Pickering, D. J., & Marzano, R. J. (n.d.). *Classroom Works*.
- Rademacher, J. A., Callahan, K., & Pederson-Seelye, V. A. (1998). How Do Your Classroom Rules Measure Up? Guidelines for Developing an Effective Rule Management Routine. *Intervention in School and Clinic, 33*(5), 284–289.

<https://doi.org/10.1177/105345129803300505>