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PHYSICAL AND PSYCHO-SOCIAL ENVIRONMENTS STRATEGIES INMANAGING ENGLISH CLASSES FOR YOUNG LEARNERS

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Article Info	Abstract
	One of the biggest challenges faced by teachers of young learners is classroom management. The major reasons of the challenges were negative student attitudes and discipline (Wragg, 2001; Linse, 2005). This study describes physical and psycho-social environments in managing English classes for young learners" (a case study at PelitaBangsa elementary school in Cirebon year 2016). Objectives of this study are exploring the implementation of physical and psycho-socialenvironments in managing English classes for young learners. This is a case study which involved an English teacher and 30 students from 2 classes at PelitaBangsa elementary school in Cirebon. The data were gained from classroom observations, questionnaires, and interviews. This study used observational design. The approach used in this research was the qualitative one supported by simple statistic calculation (percentage) in order to support the findings.Based on the data collection, the study revealed five findings. First, the implementation of of physical environment in managing English classes for young learners was determined depending on the learning activities. Second, psycho-social environmentwas implemented based on the students' need. Third, there were relations between physical and psycho-social environmentsin managing English classes for young learners. Fourth, students' perception about teacher's classroom management can be categorized in strong category. Fifth, generally, the major reasons for applying those classroom managements were concluded into two, which include: (1) because physical and psycho-social environments were essential to control students' behavior in the classroom, and (2) because bothof classroom management were beneficial to facilitate students in learning English.

INTRODUCTION

In this globalization era, there is a growing trend for using English as a world languageineveryaspectoflife. Thisleads the introduction of English to many children all over the world. Likewise in Indonesia, English is introduced since elementary schools and even kindergartens. Teachers are the most important factor as they are the ones who manage the classroom. They plan, organize, implement and evaluate the teaching.They try to lead students to obtain learning objective by becoming an effective teacher who is able to bring about intended learning outcomes. In other words, the teacher ability to organize classroom and manage the behavior of their students are critical to positive educationaloutcomes (Oliver&Reschly, 2007:7).

One of the biggest challenges faced by teachers of young learners is classroom management. The major reasons of the challenges were negative student attitudes and discipline (Wragg, 2001; Linse, 2005). Classroom management is one of the most important factors concerning young learner English teaching because children's self-control ability is very poor and teaching children is quite different from teaching middle school students and adults. In a great sense, it can be said that the effective classroom management on teaching English to young learner means successful teaching and learning activities (Qinglanet al., 2004:2).

According to Evertson (2006); Wragg (2001) and Brewster et al. (2003) which are supported by Scott &Ytreberg (1990); Gebhard (2006); Haddad (2006); Jones (2007); Jacobsen (2009) and as well as some supporting theories about managing young learner, classroom management strategies are categorized into three main dimensions: physical environment, psycho-social environment, and classroom activity management strategies. The physical environment covers the teacher's competence in arranging the students' seats to help the students concentrate on the activity during the teaching learning process. In addition, the psycho-social environment deals with the teacher's capability in managing the students' behavior by establishing appropriate rules, giving rewards and feedback. This area is to create a positive atmosphere in the classroom.

In young learner classes, each pupil has different behavior that may vary from each level of development stages. In relation with students' class, teachers of English language should be aware about this issue and understand students' behavior in order to help teachers in deciding the strategies in managing the children classes (Wragg, 2001; Brewster, 2003; Qinglanet al., 2004).

Englishisnotfrequently learned as a tool for understanding and teaching USorBritish cultural values. However, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Based on the fact, it was appropriate that English was included in the local contentof school-based curriculum in elementary school.Therefore, itwas necessary to think system of teaching and learning of English to young learners (elementary school students) to gain an optimal result. (Brown, 2001:118)

Pelitabangsa elementary school used "Kurikulumtingkatsatuanpendidikan (KTSP) or School Based Curriculum (SBC)" and international standard quality education for student by using Cambridge International curriculum. The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the students' situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and

increase the students' competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a complete readiness of the teacher's teaching, and the teacher's language proficiency, the teacher's language teaching in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of KTSP which is to develop students' competencies will be achieved. (BSNP, 2006)

Generally, those ideas indicated that physical and psycho-socialenvironment played an important role in managing English classes for young learners. Considering the significance of physical and psycho-social environments in managing English classes for young learners, this study was attempted to investigate physical and psycho-social environments in the process of teaching and learning English for young learners. Therefore, this study aims to investigate the strategies applied by a teacher in managing the young learner's classes during teaching and learning process and the teachers' reasons for applying physical and psycho-social environments strategies as well as the students' perception about the teacher's strategies in managing English classes for young learners at PelitaBangsa elementary school in Cirebon.

There were four previous studies conducted by the researchers relating to the topic about classroom management strategies in many aspects. This research was different from the previous study. In addition, the involvement of those inquiry studies is helpful a guideline in conducting this research. One of them is the study by Saricoban&Bariskan(2005), the setting of the study was located at the Preparatoryschool of Balkent University. The subjects of this study were the teachers and the students of the preparatory School. In order to obtain data, 40 teachers were given questionnaire, containing graded and open-ended questions, which were designed by the researchers. It aimed that the classroom management skills are implemented adequately in the classroom and the program is generally found effective. The results indicated that most of the teachers at Baskent University are aware of the classroom management principles taught during the teacher training program.

The other study related to Semiotic is done by Petra (2013), the setting of the study was located at Brno faculty of education. The main aim of this bachelor thesis is to show a range of methodological skills and abilities that teachers have to learn and adopt in order to be able to create a successful class despite of young learners' disruptive behavior. The result showed some improvement in managing discipline problems when random positive attention was implemented in the class.

The other study related to the verbal and visual expression is done by Açıkgöz (2005), the present study administered a questionnaire in the Turkish mono-lingual setting and was done as an extension of earlier studies to provide feedback to Turkish teachers. A total of 8 9, 10, 11 grade students attending four different state schools answered a questionnaire and three open-ended questions aimed at assessing their attitude toward their perceptions of teacher characteristics (professional, pedagogical, and personal), as well as learning. The results might illuminate the ways of reaching at a better learning atmosphere through self-assured and self-esteemed students.

Hytham in 2015conducted the study at the Department of Professional Diploma in Teaching Faculty of Education, Humanities and Social Sciences Al Ain University of Science and Technology. All students enrolled in the professional diploma in teaching program at Al Ain University of Science and Technology formed the subjects of the study. This paper investigated to what

extent academic staffs at Al Ain University of Science and Technology implement psychosocial classroom environment elements from the perspective of the Professional Diploma Program students. The results showed that the scale items got positive perception from all the students and who believed that their instructors at the program displayed good implementation of the psychosocial classroom environment elements. While the student's gender did not have a significant influence on their responses, the branch of study at high school affected students' responses.

From those four of previous studies, the researcher can conclude that there are some similarities and differences between those five previous studies and the current study. But there is different with the object and so on. So, my research focuses on the implementation of physical and psycho-social environments in managing English classes for young learners.

The major theory was derived from Evertson (2006); Wragg (2001) and Brewster (2003) which are supported by Scott &Ytreberg (1990); Gebhard (2006); Haddad (2006); Jones (2007); Jacobsen (2009) and as well as some supporting theories about managing young learner. The strategies cover managing learning and behavior during the teaching between the teacher, students and class environment. There are seven terms of classroom management which includes: seating arrangement, establishing rules, giving reward, providing feedback, managing time individual, pair, and group work, and monitoring activities, and managing time for classroom activities. Those terms are categorized into three main dimensions of classroom management: physical environment, psycho-social environment, and classroom activity management. But the researcher only focused on physical and psycho-social environments. The physical environment covers the teacher's competence in arranging the students' seats to help the students concentrate on the activity during the teaching learning process. In addition, the psycho-social environment deals with the teacher's capability in managing the students' behaviour by establishing appropriate rules, giving rewards and feedback. This area is to create a positive atmosphere in the classroom. Physical and psycho-social environments are in the explanation below

Physical Environment

According to Donald (2000), the physical environment influences students' learning, participation, and involvement in class activities. Spend some time deciding how to best organize the environment to accommodate the various classroom activities.

Bohlin*et al.* (2009:240) state that Arranging desks and furnishing is often a compromise between what teacher would like and what is possible. The physical environment of a classroom is managed as the teacher prepares the classroom for the students. There are some factors to be considered to make the most of physical environment.

1) Visibility: the room must be arranged in such a way that all students can see the chalkboard, overhead projector or other displays

2) Accessibility: the room should be designed in such a way that access to high traffic areas, such as the pencil sharpener and places students put papers, are keep clear and separated from each other.

3) Distractibility: desk should be arranged in such a way that potential distractions such as movements that are visible through doors and windows are minimized.

Seating arrangements become part of making pleasant environment for children

(Gebhard, 2006). "A good classroom seating arrangement is the cheapest form of classroom management, its discipline for free". Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. Best practices suggest a few common-sense rules to guide classroom arrangements, (1) Students should be seated where their attention is directed toward the teacher. (2) High traffic areas should be free from congestion. (3) Students should be able to clearly see chalk board, screens, and teacher. (4) Students should be seated facing the front of the room and away from the windows. (5) Classroom arrangements should be flexible to accommodate a variety of teaching activities. (Dunbar, 2004:3)

Changing the room's physical lay out may make the classroom a more attractive place to study since it may also make cooperative work easier, revitalize fatigued students, reduce stress within the classroomand facilitate learning (Petra, 2013).

The classroom should be pleasant place and conducive for learning. The room allows different seating arrangements which accommodate different leaning activities (Evertson, 2000; Emmer & Everson, 2006). Logical arrangements of furniture and equipment can conserve class time and reduce interruption and delays.A teacher must build a climate that encourages learning. This involves the physical facilities and organization of the classroom (Lang and Evans, 2006). A classroom climate is the atmosphere in which students and teacher work and interaction between the teacher and students occur (Brown, 2001; Lang and Evans, 2006).

In designing seating arrangement in the classroom, teacher should consider some factor such as visibility, accessibility (Evertson as cited in Jacobsen, 2009), In considering seating arrangement, factors such as students feeling that they belong to the class are important. Belonging is a basic need; a physical arrangement that promotes a sense of belonging increases feelings of well-being and helps prevent management problems. Again, when considering the physical arrangement of your classroom, consider management and academic objectives. It consider to the type of learning students' interaction in classroom, and spaces for individual and group work.

Further, it is believed that promoting various seating arrangements will aid students to absorb the material. Therefore, the seating types are classified into three types namely: *orderly rows, circle and horseshoes,* and *separate table or cluster* (Harmer, 2007). The following discussion will explain each of seating arrangement type.

The first type is *orderly rows*. This kind of seating arrangement works for individual and whole class work, and teacher can easily do pair work if half the class turn their backs to the teacher, or if half the students move their chairs over their backs to the teacher. This arrangement does encourage natural communication since students can only see the back of the heads of the students in front of them.

The second type is *circle and horseshoes*, *Circle and horseshoes* is useful for class discussion, games and independent seatwork. It is suitable for presentation or demonstration because students would inevitably face the teacher's back (Harmer, 2007). According to Scott &Ytreberg (1990), this arrangement lets students do pair work easily and leaves a space in middle of the classroom for more general activities. It gives space to play games, tell stories, act out dialogues, etc.

The third type is *separate table or cluster*. This type is useful for group discussion or cooperative learning. In addition, it is more beneficial so be used in mixed-ability classes where different groups of students can benefit from concentrating on different tasks.

In summary, seating arrangement in classroom is quite important. In an ideal world the classroom would have an area of easily moveable desks and chairs. A good tables and chairs organization will be effective for young learners. Consequently, it can provide the students with pleasant and conducive environment to learn English in the classroom.

Psycho-social Environment

In terms of psycho-social environment, it is very important to create a sense of community that has a positive communication between the teacher and the students in the classroom. Emmer and Evertson (2006) state that this can motivate the students to learn, get them involved, and help them to learn. The ability of teachers to organize classroom and manage the students' behaviors in the classroom is critical in order to achieve positive educational outcomes, instead of establishing the psycho-social environment that makes good instruction possible (Emmer &Stough, 2001). The psycho-social environment covers establishing rules and giving rewards and feedback (Oliver, 2007).). Thereare some strategies that can be developed increasing psycho-social environment in education such as establishing rules, giving reward and providing feedback.

a. Establishing Rules

Rule is defined as general expectations of acceptable and unacceptable behaviors that will cover situation, such as expecting students to be quite when teacher is talking (Waring cited by Nicholls, 2000). It is intended to prevent minor disruption during the teaching learning process as well as to

control the students' behavior and lesson activity so that a positive interaction can be reached. Teacher should be careful in establishing the rules. Students have a tendency to recommend a laundry list of rules. However, Teachers should provide limited structural input so that rules are direct, clear, consistent, and encourage positive behavior. In addition, teachers must make sure that rules are designed to support a concept of consequences for inappropriate behavior rather than punishment as it is suggested by Dunbar (2004). Referring to this point, consequences are viewed as an end result of a child's inappropriate act. A consequence should make sense, be a logical ending for an action. It should be the effect of behaving inappropriately.

To sum up, effective management requires proactive teachers to define their expectations for their students. Therefore, the teachers should communicate her/his social and academic expectations at the beginning of the school year. Finally, it is necessary for teachers to establish a list of rules that classifies their expectations from student behaviours.

b. Giving Rewards

Nothing works better for students than a decent amount of praise. When it comes to students however feel free to praise them all the time for the smallest things they do or say properly. They might be able to understand "good", "very good", "great" or "excellent" but they will surely get "bravo," "super", or "perfect". Thumbs up, clapping hands and a huge smile on a teacher's face will definitely help the students realize that they did a great job and made the teacher pleased (Brewster, 2003).

Some researches take rewards as managing the students' behavior which can arouse the students' motivation. In particular, Emmer and Evertson (2006) propose that effective rewards encourage

engagement via a facilitating effect on students' positive emotion and on task behavior without side effects.

Emmer and Evertson (2006) also believe that rewards have effects which have been termed as "the hidden costs of rewards". First, rewards can reduce intrinsic motivation for the target behavior or activity, It occurs when extrinsic rewards are offered in the following way "If you turn in your homework, you get one point". Second, expected tangible and contingent rewards interfere with process and the quality of learning. It means the learners' oriented shift from the learning material toward de extrinsic rewards. Third, rewards undermine students' ability to autonomously self-regulate. In particular, they add that verbal praise has been found to both increase and decrease intrinsic motivation, depending on how and in what context it was delivered. Furthermore, praise is only given meaningfully-for real effort and good work rather than for just completing a task.

To sum up, reward is given by teacher as one of corrective approaches in classroom especially for the students who can give a contribution to the learning process. The teacher can take many forms of reward strategies, such as: spoken praise, a few comments; extra grade points or individual or group award. Reward can quickly establish good relationships with the students by praising good behavior, commenting on good work, making helpful suggestions and encouraging students' efforts.

c. Providing Feedback

Feedback considered as positive approach when the teacher gives a correction or clarification of students' error. The teacher should frequently check for students understanding so that they can provide correction and explanation needed as it was suggested by Emmer and Evertson (2006). They also add that feedback should be managed as an information rather than evaluation for the students. In addition, although students perform better and are more engaged in classrooms in which they receive frequent feedback about their performance, teachers may not always used feedback appropriately.

In general, Hattie and Timperley (2007) mention four types of feedback, as follows: (1) feedback about task or produce, (2) feedback about progress, (3) feedback at self-regulation level, and (4) feedback to the "self". Then, the following explanation will discuss on each types.

In summary, feedback is considered as positive approach when the teacher gives a correction or clarification of students' error. The importance of feedback for students is giving students information about the accuracy or appropriateness of a response in promoting learning. Feedback gives learners information about the accuracy of their understanding, and it is also important for student motivation because it helps them to know how they are progressing in learning language.

Young Learners

Young learners are usually considered to be children between six to ten or eleven years of age. Since there are marked differences in the abilities of children aged five and ten, Scott and Ytreberg (1990) suggest dividing young learners into two groups. The first suggested group is from five to seven, and the second group is from eight to ten or eleven.

Young learners "generally display an enthusiasm for learning and a curiosity about the world around them" (Harmer, 2007:82). They are imaginative, keen, outspoken and inquisitive. Young learners enjoy repetition of routines and activities and they love to be creative. They are less inhibited than other age groups but their self-control is very poor. Since they have a lot of physical energy,

physical movement should be an essential part of their learning. However, these children are not only interested in the physical, but also the tangible. They learn from everything around them and "their understanding comes through eyes and ears and through hands". Young learners learn by example and the most important role for a teacher is to be their living example (Harmer, 2007:82-83). These children also have a positive attitude to learning and learning new things is an adventure for them ("Motivating Learning in Young Children", 2007).

METHODOLOGY

This study employed a qualitative approach since focused on the investigation of physical and psycho-social environments, the teacher's reasons for applying the applied in managing English classes for young learners as well as the students' perception about teacher's classroom managements in managing English classes for young learners. This study deals with a social phenomenon English language with teaching classroom situation, which is appropriate to be applied in this study. This research used observational design. The approach used in this research was the qualitative one supported by simple statistic calculation (percentage) in order to support the findings, where as the analysis model used wa the inductive type which started from the data or facts obtained in the field for abstraction and drawing the conclusion. Specifically, a case study was used as the method of the study because it was intended to explore a phenomenon limited by time and activity. Creswell (2014) define a case study as exploration of a single entity or phenomenon (the "case") bounded by time and activity, such as a program, event, process, institution, or social group. A case study

may focus on either examination to a single aspect of an individual's life or assessment to the social of an individual and his or her behavior in society, experiences, roles, motivations that affect his or her behavior in society (Berg, 2007) this was related to what was being investigated in the study.

FINDINGS AND DISCUSSIONS

findings and discussion of data analysis of the study were organized based on the statement of the problems that underpin of the study. The implementation and the relation between physical and psycho-social environments in managing English classes for young learners, the students' perception of the teacher's classroom managements in managing English classes as well as The teacher's reasons for applying physical and psycho-social environments in managing English classes for young learners. The data were obtained from observation, questionnaire, and interview. Therefore, the data were elaborated and analyzed to answer the research questions.

The Implementation of Physical Environment in managing English Classes for Young Learners

This research conducted in six meetings at fourth and fifth grades students of PelitaBangsa elementary school in Cirebon. One of the findings in this study is exploring the implementation of physical environment in each classes. Each meeting was observed in 60 minutes length. The participants consisted of 30 students of fourth and fitfh grade et Pelita Bangsa elementary school. The data collectionbased on the observation can be seen in the following figures.

Figure 4.1 horseshoes

The seating arrangementwas found in almost six times of observation. The teacher applied seating arrangement in each class differently.Based on the observations in each class, the teacher used two types of seating arrangement, namely *horseshoes* and *orderly rows* types. The teacher used *horseshoes* type in C#4A and *orderly rows* in C#5A.

Figure 4.1 was the seating arrangement that used by the teacher namely horseshoes type in C#4A. The teacher used horseshoes when she taught English class by using games. She determined the seating arrangement depending on the learning activities, when doing games she will changes the seating arrangement into horseshoes. Because she argued that the seating arrangement should be appropriate with the material. So, she can see and monitor the students easily. The teacher also argued that it will make the students more focus to learn. See the translated interview below.

Seating arrangement is determined depending on the learning activities, if it needs coordination between the children with their friends such as play games and discussion; the seating is arranged into horseshoes. In term of seating arrangement, I think that horseshoes pattern is the most appropriate to any learning activities because I am able to see and monitor students. As a result, students become more focus to learn. (IR#1b)

(IR#1b)

Figure 4.2 Orderly rows

This statement indicates that learning activity affected teacher's decision in arranging seating for students in the classroom during learning English. However, the teacher tends to believe that her decision to use *horseshoes* seating pattern is applicable for many learning activities such as play games and discussion.

Figure 4.2 was the seating arrangement that used by the teacher namely orderly rows type in C#5A. The teacher In managing physical environment, the teacher tended to use orderly row (traditional) seating arrangement. Only sometime did the seating arrangement change for group or in pair exercises. It was indicated in the result of observation, the field note and interviews. When observation was done, the students sat in orderly row seating arrangement in grade fifth classrooms, each student sat in 4 to 5 rows consisting 4 or 5 students with their own chair and table. Mostly the students faced the teacher and whiteboard.

Additionally, based on the interviews, the teacher stated that they frequently arrange the students' seats in orderly row because they have their own table and chair. She occasionally asks the students to sit in pair. Being asked whether she always

arranged the students' seat to be horseshoes or circle or separate table, she answered scarcely because the students have their own seat and table. She told that she only arranged their seat especially for practical lesson or games. In English lesson, she said, because the students used their own textbook, she sometimes only replaced one student' seat with another. See the translated interview transcript below.

Scarcely. Because students have their own seat and table. Sometimes I change the seat arrangement if we have practical lesson or games. Because, we use textbook much. But I sometimes move change one student's seat with another. (IR#1b)

The Implementation of Psycho-social Environment in managing English Classes for Young Learners

The discussion of the first research question in this study focused on exploring psycho-social environment strategy applied by the teacher in managing English classes for young learners. Psycho-social environment strategywas the classification of classroom management strategies based on the theory proposed in chapter 2. The psycho-social environment focuses on three areas establishing rules, giving rewards, and giving feedback. Thay were found in almost six times of observation. The teacher applied those strategies in each class differently. Therefore, the discussion was presented orderly as it was explained below.

In terms of **establishing rules**was implemented in managing English classes at fourth and fifth grades students of Pelita Bangsa Elementary school in Cirebon. Based on the observation and interview, teacher used *reward and warning board*in all classes as the rules.She argued that the rules were established as a tool to control students' behavior. Further, the rules were given in the beginning of the session. The reward board was used to give extra points for students who have good behavior in classroom and who participate actively in learning English. Meanwhile, the warning board was used to control students' misbehavior in classroom. The control of behavior was applied to keep students to be discipline. In addition, the teacher also informed students about the consequence of breaking the rules. The consequence of breaking the rules until three times was time out.

In terms of **giving rewards**, it was implemented in managing English classes at fourth and fifth grades students of Pelita Bangsa Elementary school in Cirebon. Based on the observation and interview, the teacher gave rewards by using verbal praise and giving extra points to the students. This strategy was applied similarly in all classes. The praise was delivered verbally by saying "good", "good job", "very good, honey", "excellent", "that's right", "yeah, you're right".

In terms of **providing feedback**, it was implemented in managing English classes at fourth and fifth grades students of Pelita Bangsa Elementary school in Cirebon. Based on the observation and interview,the teacher mostly gave feedback of product in the teaching learning activity. She delivered feedback of product in form of correction in students' spelling error, mispronunciation and misconception of the information. Based on the observation, the teacher managed the feedback spelling error, misconception, and mispronunciation directly when students answered questions or wrote the answer in English. This correction was given to student individually.

Students' Perception about the Teacher's Strategies in Managing English Classes

The discussion of this section focused on revealing the students' perception of the teacher's strategies in managing English classes.Overall, the data showed that the teacher used two strategies of classroom

management in her teaching activity. Therefore, the students had perceptions of each the classroom management strategies used by the teacher. Theresearcher asked 30 respondents from 4th and 5th grade students of PelitaBangsa elementary school in Cirebon to fill up the questionnaire of students' perception about teacher's strategies in managing English classes. The questionnaire consisted of 15 statements and measured with the positive statement. Then,the results of the data were analyzed by using *Likert Scale*. The following explanation discussed on the students' perception of the teacher's strategies in managing English classes. (See appendix 10). The result showed that the students' perception about teacher's strategies in form of percentages. It can be seen in the following table.

Table 1. Result of students' perception categories

No items	Results %
1	58
2	59.33
3	71.33
4	64
5	69.33
6	62.67
7	71.33
8	66.67
9	72.67
10	66
11	72
12	72.67
13	62
14	63.33
15	48

Explanation: Score Interpretation Criteria
0%	- 20%	= Very Weak
21%	- 40%	= Weak
41%	- 60%	= Enough
61%	- 80%	= Strong
81%	- 100%	= Very Strong

In summary, students' perception about giving feedback used by the teacher got positive response from the students. Based on the result of the questionnaires that answered by the 4th and 5th grade students of PelitaBangsa Elementary school in Cirebon. Students agreed if the teacher usually helped the students to give the correct answer when they can't answer the questions correctly, or in the other words, the teacher helps the students to answer the questions correctly, teacher tells the material by other method if students do not understand with the material, teacher checks the students' understanding by asking questions to some of them. Emmer and Evertson (2006) suggest that teacher should frequently check for student understanding so that they provide correction and explanation as needed.

The Teacher's Reasons for Applying Physical and Psycho-Social Environments in Managing English Classesfor Young Learners

The discussion of this section focused on revealing the teacher's reasons for physical and psycho-socialenvironmentsstrategies overall, the data showed that the teacher used four strategies of classroom management in her teaching activity. Therefore, the teacher had reasons applying each of the classroom management strategies. The following explanation discussed on the teacher's reasons for using each of the classroom management strategy.

Physical Environment

Physical environment was concerned to the seating arrangement. In terms of seating arrangements, the teacher had some specific reasons related to the strategy of arranging students' seating. It can be seen through the following excerpt:

I used the strategy of seating arrangements because I want to create a

conducive atmosphere in English teaching and learning activities.(IR#1c)

The data from interview reveals that the reason of using seating arrangement was to create a conducive atmosphere in teaching learning process. It is in line with the study proposed by Gelhard (2006) who states that seating arrangement is one of the parts of making environment for children in learning language.

The teacher said that the seating arrangement men pattern has been set up in the beginning of the semester by the homeroom teacher in each class. But, It can be changed in time during English teaching learning activity because the teacher believed that the seating arrangement was set depend on the learning activity. This finding is supported by Evertson as cited in Jacobsen *et al,* (2009) who states that when teachers decide the seating arrangement of the classroom, teachers must consider to the type of learning, students' interaction in classroom, and spaces for individual and group work. Further, the teacher explained her reason for using the seating arrangement. It can be seen in the following data:

Seating arrangement is conducted to create conducive learning. Conducive learning is successfully established when student focus in learning and the lesson given is well-understand by students. Besides, the stating arrangement makes me easier monitor the students.(IR#1c)

Based on the interviews, it showed that the seating arrangement affected not only to the students' learning but also to the teacher's teaching. In particular, the students did the task appropriately while the teacher monitors students' task easily. This finding is in line with Emmer and Evertson (2006) who state that the teacher should have competence in managing the seating arrangement which affects to the teaching learning process. Further, the teacher also asserted that a conducive atmosphere refers to the condition in which students can be focus to learn English in the classroom. In addition, it also intended to accommodate teacher in teaching the lesson. This finding is supported by Gebhard (2006) and Harmer (2007) who state that the classroom should be conducive for learning. This condition can be reflected by the use of seating arrangement because it is believed that promoting various seating arrangement will aid students to absorb the material.

Psycho-social Environment

The psycho-social environment strategy focuses on three areas; establishing rules, giving rewards and providing feedback.

Establishing Rules

In terms of establishing rules, the teacher stated that she used rules so manage students' misbehavior. The rules were applied because it could help the teacher to manage students' discipline in the classroom. This condition helped teacher to manage the class during leaching and learning activity. As a result, it was clear that classroom rules establish standards for students' behavior. This finding is supported by Wragg (2004) and Jacobsen *et al.* (2009) who believe that classroom rules are essential for effective management. Further, the rules which are clearly stated and consistently monitored can do much to prevent management problems in the classroom. Further, the teacher explained the reason for establishing the rules in the classroom. It can be seen through the data from the interview stated below:

The reason for establishing rules is to control the students. The students' behavior sometimes cannot be controlled. Consequently, I established rules in order to make the teaching process run in a good way. In establishing the rules, I applied reward and warning board. When the students get reward, they become motivated.

However, when they got warning, they will pay attention to the rules, overall, the classroom rules is applied to control students' misbehavior in the classroom during teaching and learning English.(IR#2c)

The teacher's statement revealed that the reason for using the rules was to control the students' misbehavior. It also inferred that the classroom rules were established since the students have low control ability for their misbehavior in the classroom. In addition, the teacher also made a clear classroom rules so that students are able to understand and follow the rules. This finding is in line with wragg (2001), Qinglan*et al.* (2004) and Jones (2007) who state that children's self control ability is very poor so that classroom rules is used to guide and limit the students' misbehavior to occur. Then, the rules should be established and be enforces in reasonable and clearly way in order be understood by students.

In addition, the teacher was consistent in applying the rules of warning and reward. She asserted that the consistency of applying the rule helped her in minimizing students' misbehavior and increasing students' motivation to be well- behaved in the classroom. It is in line with Wragg (2001) who states that teachers who are consistent seem to have fewer difficulties than those who are inconsistent in running the rules.

Giving Rewards

This classroom management was applied by the teacher because teacher intended to encourage and increase students' motivation. The teacher gave reward in form of praise and extra points. The teacher gave reward in form of praises because she believed that praises can increase student' motivation in learning English. She asserted that praises can be used as a form of award when students act in good behavior and attempt to answer teacher questions during learning English. Meanwhile, the reward in form of extra points is employed to record the students' achievement in learning. The extra points were accumulated to see each student's achievement. Further, the extra points were used as a motivation booster for students to collect "the stars" from teacher. This strategy was used by the teacher since she had observed that her students are glad to compete with each other to collect the reward in learning English. However, she admitted that not all students are having a good motivation in learning English. Consequently, the strategy of giving reward is applied as an attempt to overcome this condition.

The finding is in line with Wragg (2001) and Brewster *et al.* (2003) who assert that becomes one of strategies in classroom especially for the students who can give a contribution to the learning process, in specific, they state that the teacher can take many forms of reward strategies, such spoken praise, a few comments, extra grade points or individual or group award. Moreover, praises can quickly establish good relationships with the students by praising good behavior, commenting on good work, making helpful suggestions and encouraging students' efforts.

In addition, the teacher asserted that the reward was also collected by the students to decrease the points of warming. As a result, it encouraged students to have a positive behavior. This finding is supported by Jacobsen *et al.* (2009) who assert that classroom reward can be an effective ways encourage students' positive behavior. Students like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a student consistently each time he or she does the desired behavior. Once the behavior has become an establish habit, rewards can be

given every now and then to encourage the child to maintain preferred behavior.

Providing Feedback

This strategy appeared in all classes during the times of observations. The questionnaires showed that the teacher's reason for giving feedback to the students was because she wanted to give evaluation and reinforcement to the students regarding the lessons taught by the teacher. This finding is supported by Waring (2001**)** who asserts that feedback gives information about students' progress, which allows the teacher to evaluate how effective their teaching is, by assessing how well learning outcomes have been achieved. In addition, feedback can also be used as reinforcement for the students' understanding on the lesson given by the teacher.

Further, the teacher explained her reasons for giving feedback through the interviews. The reasons are stated in the following excerpt:

The reason of providing feedback to the child is to correct language errors produced by students in using English, to evaluate the students' work, and to measure the progress of learning achievement of each student. Besides, feedback also gives information to students about their progress in learning English.(IR#4d)

It indicated that teacher gave feedback to students in all classes for three reasons. The first reason is because feedback was used to revise students' error in using English. Second, it was used as an evaluation for students' work. Last, it was employed to see the progress of students' achievement. It is in line with Clifford as cited in Jacobsen *et al.* (2009) who argues that feedback can be used by teachers because it gives students information about the accuracy of their understanding.

CONCLUSIONS

The study revealed that teacher used physical and psycho-social environments in each class. This study also revealed the similarities and differences among those classroom managements which are applied in each class. The differences were revealed across classes in terms of seating arrangements only. Meanwhile, in terms of establishing rules, giving rewards, providing feedback and also seating arrangement were almost applied similarly in each class.Students' perception about physical environment used by the teacher got positive response from the students and it can be categorized in enough categories. Because, Students feel comfortable with chairs and tables that occupy in the class. However, they did not get exited if teacher always changed seating arrangement during teaching and learning process and they also need more teachers' variety methodology in teaching English. In terms of establishing rules, students felt comfortable with the whole rules in the classroom. Meanwhile, students agreed if the teacher tells about what students have to do during the teaching and learning process before start the lesson. Some of them also agreed if the teacher makes sure whether the students have ready to learn or not before start the lesson. In terms of giving rewards, students felt excited when they got good score or answered the question correctly, and teacher gave them praise. Meanwhile, students need praise from the teacher to motivate them in learning English.

In other side, in terms of providing feedback students' perception about providing feedback used by the teacher got positive response from the students. Students agreed if the teacher usually helped the students to give the correct answer when they can't answer the questions correctly. The teacher's reason for applying physical

and psycho-social environments in young learner classes, the researcher comes up into the conclusion that the teacher applied those classroom managements for two major reason which include: (1) because the classroom managements were essential to control students' behavior in the classroom and (2) because the classroom managements were beneficial to facilitate students in learning English.

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