

STRATEGIES TO CREATE A POSITIVE CLASSROOM ENVIRONMENT IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)

Maria Ramasari

A Lecturer of FKIP English Education Study Program, STKIP PGRI
Lubuklinggau.

E-mail: mariaramasari@gmail.com

Abstract

This article discusses about teacher's strategies to create a positive classroom environment in Teaching English as Foreign Language. One of the first tasks of teaching is to develop a learning environment so that students can engage in meaningful activities that support their learning. Teachers who are able to engage students in a teaching and learning process should be ready to have a plan to create a positive classroom environment for students. Creating a positive classroom environment is an important aspect of effective teaching. It is for keeping the interaction between teacher and students in teaching and learning process at classroom so that it increases students' motivation to learn. Then, students are productive in and out of the classroom. By creating positive classroom environments, teachers have the opportunity in developing their ideas for better classroom environment. Furthermore, it also help to enhance and encourage students in learning English as Foreign Language. In addition, this article also describes the effects of a positive classroom environment on students' learning English as Foreign Language.

Key words: *strategies, positive classroom environment, TEFL.*

A. INTRODUCTION

Teaching English as foreign language needs creative efforts such as technique, preparation, or strategy to be more interesting. One of the efforts of making interesting teaching learning process is creating a positive classroom environment. As Allred (2008) stated, every day as millions of students go to school, their parents hope these young people will be

treated with care, valued, inspired, and educated. Students hope they will get along with their peers and teachers, have their work measure up, and enjoy the process of learning. These hopes define positive classrooms for students, parents and also for teachers. Moreover, the teacher has an important role in creating classrooms that are comfortable, pleasant and conducive to students during the teaching and

learning takes place. In order, it is expected that students can optimally follow the learning process so that the learning outcomes for the better with a positive classroom environment.

Unfortunately, teachers face not only the challenge of managing their students' behavior while teaching the curriculum. They also face many conflicting theories about how to manage it: logical consequences, behavior management and assertive discipline, to name just a few (Edwards: 1997). Of course, there is no one correct way to encourage positive classroom behavior. But if you begin with a good preparation, it is possible to create a positive classroom environment in teaching and learning process.

Creating a positive classroom environment is an important aspect of effective teaching. It is for keeping the interaction between teacher and students in teaching and learning process at classroom so that it increases students' motivation to learn. People need to feel good about themselves. In the positive

classroom, teachers help students understand that people are likely to feel good about themselves when they engage in positive actions. The program explains a three-step process for choosing positive actions: First, we have a thought; second, we act consistently with the thought; third, we experience a feeling about ourselves based on the action (Allred: 2008). That feeling leads to another thought, and the cycle starts again. In practicing the process, students will learn that if they have a negative thought, they can change it to a positive one that will lead to a positive action and a positive feeling about themselves, it is as a powerful intrinsic motivator.

Furthermore, students are productive in and out of the classroom. By creating positive classroom environments, teachers have the opportunity in developing their ideas for better classroom environment. It also help to enhance and encourage students in learning English as Foreign Language. Classroom behavior is one of the hardest issues teachers face today (DiGuilo: 2000). Creating a classroom environment that is not

always conducive in learning. One key to prevent behavioral problems

B. DISCUSSION

Teaching English as Foreign Language (TEFL)

Teaching and learning process has aims to be achieved at listening, speaking, reading, and writing". It means that the aims of teaching English are to develop communication skill, to prepare the student to be able to listen, speak, read, and write. It needs to create the comfortable classroom activities for students in realizing the aims. The teachers are expected to design the classroom activities that can develop those four skills of students.

TEFL means Teaching English as a Foreign Language. It is a term used to describe the teaching of English to non-native speakers. In simple word, it is required when you teach English language in a country where English is not the students'

Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the

in the bud is to promote positive behavior before problems arise.

the end of class. In curriculum 2004, one of aims of English teaching is "develop communication skill by

native language. For example, when a teacher is from Indonesia teach English, where English is foreign to the teacher and students learning it. TEFL is commonly used in state school systems and private language institutes; however you will also find it being used by private tutors and volunteers. TEFL tutors do not need to be native English speakers and may come from anywhere in the world. In some countries TEFL teachers and tutors are required to have a degree (in any subject) such as in Indonesia.

Teacher's Strategies in Teaching English as Foreign Language

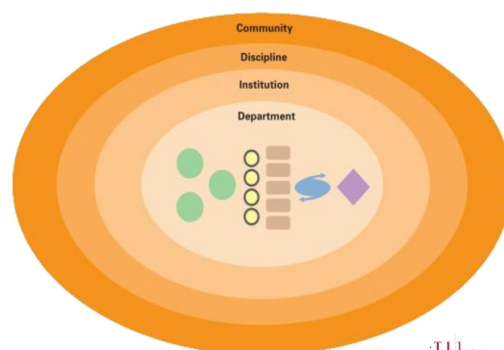
What is Strategic Teaching?

teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have

been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components (Teaching and Learning Laboratory: 2016). In order as a teacher, you need to make the preparation in deciding the strategy of teaching that will be

It is important to recognize that every components of strategy teaching relate between one to another: community, discipline, institution, or department. They also influence what is taught, when it is taught, and how it is taught. The way to create a positive classroom environment so that between teachers and students are able to give that positive influence in teaching and learning process.

Strategic teaching in context



Teacher's Strategies to Create a Positive Classroom Environment

Teacher as a falitator is required to be a complete learning

applied in classroom. This is the fundamental thing in teaching. You have to arrange the strategy well to facilitate the students in learning of the course, and finally the purpose of the course can be achieved as expected.

Strategic Teaching in Context

resource for students. Where teachers are books / materials that can be read by the students, in addition a teacher who becomes a mirror reflection for students to act. Teacher have to prepare everything that relate to classroom components in teaching and learning process including the strategy used. Here are seven strategies that were given by Allred (2008): make leaning relevant, create a classroom code of conduct, teach positive action, instill intrinsic motivation, reinforce positive behaviors, engage positive role model, always be positive. By implementing the following seven strategies, it is expected to teacher can combine the need for positive classrooms that support the whole child with the need for accountability and improved academic performance.

1. Make Learning Relevant

Students are more engaged in learning and retain knowledge better when they see that it is relevant and vital to their own success and happiness. By discovering students' talents, learning styles, and interests, teachers can adjust teaching methods and strategies. By giving students a say in how the classroom operates,

2

. Create a Classroom Code of Conduct

A positive and productive classroom requires a common understanding of positive and negative behaviors. To establish this understanding, teachers ask students to identify the ways they like to be treated. This discussion elicits lists of behaviors that are respectful, fair, kind, and empathetic. Together, teacher and students conclude that treating others the way you want to be treated is the best code of conduct, and they agree that this code will dictate the behaviors that are appropriate for their classroom. This strategy also build the interaction between teacher and students in teaching learning process of classroom.

teachers increase students' sense of ownership in the education process. Teacher should identify the characteristics of students to make leaning relevent. What are students needed? Teacher must be creative to relate the topic (material) and students' interest.

3. Teach Positive Actions

A teacher needs to let students positive behaviors in a thorough, consistent, systematic way; teacher cannot assume that students just know them. The Positive Action curriculum covers the following concepts. This is very important for shaping students' mental character.

- The importance of doing positive actions to feel good about yourself.
- Positive actions for a healthy body (such as nutrition, exercise, and sleep).
- Positive actions for the intellect (such as thinking, decision-making, and problem-solving skills).
- Positive actions for self-management (such as managing

time, energy, emotions, and other personal resources).

- Positive actions for getting along with others (such as treating others fairly, kindly, and respectfully).
- Positive actions for being honest with yourself and others (such as taking responsibility, admitting mistakes, and not blaming others).
- Positive actions for improving yourself continually (such as setting and achieving goals).

leads to another thought, and the cycle starts again. With practice, students learn that if they have a negative thought, they can change it to a positive one that will lead to a positive action and a positive feeling about themselves as a powerful intrinsic motivator.

With repeated reinforcement by the teacher, this simple explanation helps students understand and improve their behavior in any situation.

5. Reinforce Positive Behaviors

Teachers can strengthen intrinsic motivation by recognizing and positively reinforcing positive actions when they see them. Recognition activities and items such

4. Instill Intrinsic Motivation

People need to feel good about themselves. In the Positive Action program, teachers help students understand that people are likely to feel good about themselves when they engage in positive actions. The program explains a three-step process for choosing positive actions: First, we have a thought; second, we act consistently with the thought; third, we experience a feeling about ourselves based on the action. That feeling

as tokens, stickers, and certificates; it can be effective. But when teachers use this strategy, it is important for them to recognize the positive behavior, ask how it made the student feel, and tell the student the extrinsic reward is a *reminder* of that good feeling. When students make the connection between their performance and feeling good about themselves, intrinsic motivation is enhanced and positive behaviors continue.

6. Engage Positive Role Models

Families and community members are concerned about their children's welfare, often want to be engaged in their children's education,

and have resources to offer. Educators can integrate them into many classroom and school activities, such as curriculum activities, assemblies, committees, after-school events, and homework.

7. Always Be Positive

Perhaps the most important strategy, yet often the most difficult to carry out, is to be positive. It is started from classrooms to playgrounds, during school and after. There is always a positive way to respond to a situation. A positive attitude is the change agent that will create positive classrooms and schools that produce happy and successful students.

physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom is the emotional environment.

The way in which a teacher organizes a classroom, or how teacher

The Effects of a Positive Classroom Environment on Students' Learning English as Foreign Language

Class is one of the components that define comfort for the students to learn to influence the process and student learning outcomes. With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction (Hannah, 1997). There are many things that can affect this environment. There are

control it, develop the classroom environment, will effect positive or negative things for students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better classroom environment.

C. CONCLUSION

This article has provided a brief overview of teacher's strategy by making some decisions before starting to teach. It has also outlined some strategies to create a positive classroom environment, they are: make leaning relevant, create a classroom code of conduct, teach positive action, instill intrinsic motivation, reinforce positive behaviors, engage positive role

model, and always be positive. In my experience, using these strategies in classroom are not only encourage students in their language learning but also helps teacher reflect on and improve her teaching. May readers also find this to be the case and this article can be useful for other teacher to create a positive classroom environment in Teaching English as Foreign Language.

REFERENCES

- Allred, Carol Gerber. 2008. *Seven Strategies for Building Positive Classrooms*. The Internet Jurnal of Educational leadership September 2008 | Volume 66 | Number 1 [online].
- DiGuilio, Robert. 2000. *Positive Classroom Management*, 2nd Edition. Thousand Oaks, CA: Corwin Press.
- Edwards, Clifford H. 1997. *Classroom Management and Discipline*, 3rd Edition. New York: John Wiley and Sons.
- Hannah, Ryan. 2013. *The Effect of Classroom Environment on Student Learning*. Western Michigan University.
- (2016). *What is Strategic Teaching and Strategic Teaching in Context*. [Online]. International TEFL Academy. 2015. *TEFL Certification for Teaching*

English Abroad: What is it all about?. [Online].