

Teaching and Classroom Management Strategies of Indonesian Master Teachers: Investigating a Vocational English Classroom

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ABSTRACT

Master teachers are the exemplary models of the Indonesian teaching profession. Their main role is to assist the government in effectively attending to the needs of the global workforce that demands young and skilled human capital. In the process, they are expected to demonstrate effective pedagogical practices. This study examines the teaching and classroom management strategies of Indonesian vocational English master teachers and the effects on the students. Using a qualitative approach, this study involved three selected master teachers. Data were collected through 18 sessions of observations, 45 hours of video-recordings, and interviews with 34 students. The results demonstrated that, in terms of teaching strategies, the master teachers used a wide variety of teaching techniques, focused on speaking skills, and combined various teaching sources and aids. In terms of classroom management strategies, they facilitated group work, organised seating arrangement in a traditional way, and emphasised classroom discipline. The strategies used by the MTs were also positively perceived by the students as they had a better understanding of the lesson, an enjoyable learning experience, improved their speaking skills, shared knowledge with their friends, and enjoyed better mutual respect. The findings of this study can be used by stakeholders as a platform to enhance learning of English language in the vocational context in Indonesia.

Keywords: master teachers; teaching strategies; classroom management strategies; English classrooms; Indonesian vocational schools

INTRODUCTION

Master teachers (MTs) are commonly associated with quality and excellence. They are the role models of community, mentors of fellow teachers, resource persons for teacher professional development programs, greatest motivators for their pupils, and contributors of education policy (Barliner in Brandt 1986, Castejon & Martinez 2001, Hamzah, Mohamad & Ghorbani 2008, Tsui 2009). They also show pedagogical excellence by demonstrating effectiveness of teaching in the classroom (Wenglinsky 2000) and displaying their uniqueness as individuals who incorporate curriculum objectives (Barliner 2005, Bucci 2003).

In Indonesia, the scheme of MTs was officially introduced in 2012 through the National Education Blueprint for Smart and Competitive Indonesians 2005-2025 (Ministry of National Education 2005) under the teacher development program (TDP) initiative. This scheme is aimed at identifying exemplary teachers as the role models of the teaching

profession. They are required to embrace latest trends and provide the best learning experiences for their students (Di Grapello 2013, Lie 2007, and Ministry of National Education 2005). They are also expected to help the government nurture not only young and skilled human capital who are competent in technical skills, but also academic skills especially in the English language (Di Grapello, Kruse & Tandon 2011, Hendarman 2010, Lie 2007, Ministry of Education and Culture 2012, Suharti 2013).

In the global context, studies on second/foreign language (SL/FL) MTs have shown that they employ a wide variety of teaching strategies to meet the needs of their students (Li & Walsh 2011, Noraini, Azliza Haniem & Nambiar 2013). They use performance-oriented learning activities which foster students' participation and approach learning through group discussions (Chiang 2006). They also have their own ways of illustrating and clarifying concepts as well as giving examples and generating ideas (Chiang 2006, Tsui 2009).

In the Indonesian context, earlier studies have revealed that teachers' pedagogical competence is a major problem in Indonesian English language classroom. These teachers could not exploit their pedagogical potential; therefore, they failed to control the classroom and create an environment conducive to learning (Lie 2007, Marcellino 2009, Mattarima & Hamdan 2011, Zulfikar 2009). More recent work exploring vocational English MTs (Rido, Noraini and Nambiar 2015, 2014) have demonstrated that they display greater interactional characteristics in the classrooms to empower students to speak and act. However, studies focusing on English MTs' pedagogical practices in the Indonesian vocational context are still at its infancy.

To this end, a study needs to be conducted to see the situation in the Indonesian vocational English MTs' classrooms. All teachers are expected to demonstrate effective teaching practices, but master teachers are the *crème de la crème* of the teaching profession, who are supposed to lead the others and give the best learning experience to the students. Thus, this present study is to examine the existing teaching practices of Indonesian vocational English MTs in the classrooms, focusing on their teaching and classroom management strategies. To this aim, the following questions guide the study:

1. What are the teaching strategies used by the Indonesian vocational English master teachers?
2. What are the classroom management strategies used by the Indonesian vocational English master teachers?
3. What are the students' responses on the use of the strategies?

TEACHING AND CLASSROOM MANAGEMENT STRATEGIES OF SL/FL TEACHERS

In the SL/FL context, as most teachers and students are non-native speaker (NNS) of the target language, classroom language pedagogy has its own characteristics. The key features consist of the following aspects: good knowledge of subject matter; use of appropriate teaching technique; encourage active involvement of students yet retain control over the classroom; goal-oriented, task-dependent; and knowledge based (Huang 2010). In addition, it must be student-centred where teachers become good models/users of the target language, provide exposure, and involve students in various activities (Nunan 1991).

Undang-undang guru dan dosen (Teacher & Lecturer Law) of Republic of Indonesia No. 14 (2005) and Brown (2001) mentions that besides having technical knowledge and interpersonal skills SL/FL teachers are obliged to be pedagogically competent. They have to be excellent especially in deciding the most suitable teaching techniques for their students and managing classroom discipline. With their knowledge of teaching techniques, teachers

have to effectively perform using a wide variety of techniques (group discussion, lecture, and individual task), various teaching sources (textbook, magazine, newspaper), and teaching aids (laptop, LCD projector, and poster). Additionally, they must have knowledge of classroom management like stimulating interaction and cooperation in the classroom as well as implementing appropriate classroom organization such as designing seating arrangement and making students work in group. It also includes maintaining classroom discipline such as addressing misbehaviour and giving rewards and punishment.

Richards (2011) proposed pedagogical content knowledge and pedagogical reasoning skills. Pedagogical content knowledge enables teachers to understand learners’ needs, diagnose learners’ learning problems, plan suitable instructional goals for lessons, select and design learning tasks, evaluate students’ learning, design and adapt tests, evaluate and choose published materials, adapt commercial materials, make use of authentic materials, make appropriate use of technology, and evaluate their own lessons. Meanwhile, pedagogical reasoning skills refer to an ability to analyse potential lesson content (e.g. a text or an advertisement) and identify ways in which it could be used as a teaching resource; identify specific linguistic goals (e.g. speaking or reading) that could be developed from the chosen content; anticipate any problems that might occur and ways of resolving them; and make appropriate decisions about time, sequencing, and grouping arrangements.

The matrix of teaching and classroom management strategies of Indonesian vocational English language master teachers used in this study is presented below.

TABLE 1. Matrix of Teaching and Classroom Management Strategies of Vocational English master Teachers (Adapted from Brown, 2001; Richards, 2011; *Undang-undang guru dan dosen* (Teacher and Lecturer Law) of Republic of Indonesia No. 14 2005)

Strategies	Practices
Teaching Strategies	
Teaching Technique:	<ol style="list-style-type: none"> 1. Lecture 2. Story telling 3. Drilling 4. Comparing and contrasting 5. Show how to (scaffolding) 6. Brainstorming 7. Simulations and games 8. Role plays 9. Discussion 10. Debate 11. Competition 12. Teacher reads and students listen 13. Teacher writes/draws 14. Individual task 15. Presentation
Linguistic Focus:	<ol style="list-style-type: none"> 16. Listening 17. Speaking 18. Reading 19. Writing 20. Grammar 21. Vocabulary 22. Pronunciation
Teaching Source:	<ol style="list-style-type: none"> 23. Textbook 24. Handout 25. Newspaper and magazine 26. Movie and video
Teaching Aid/Device:	<ol style="list-style-type: none"> 27. Computer/Laptop/Tablet 28. LCD Projector 29. Audio-video CD/Cassette

	30. Board/colorful marker and whiteboard
	31. Colorful paper/poster
	32. Sample of products

Classroom Management Strategies

Cooperation and Teamwork Management:	1. Organize students into group or pair
	2. Walk around the classroom
Classroom Organization:	3. Arrange teacher's desk in front, students desk at the back
	4. Arrange students' desk in cluster
Classroom Discipline:	5. Address misbehavior
	6. Give punishment
	7. Give reward

The above conceptual framework will be used as protocol during the observations to reveal the interactional and pedagogical characteristics of English language master teachers in the Indonesian vocational context.

RESEARCH METHOD

THE PARTICIPANTS

The participants of this study were three Indonesian vocational English MTs (henceforth Miss A, B, and C) who were selected based on a set of criteria. These teachers had to possess a degree in English Language education, have taught English, attained teacher certification, attended aster teacher training programmes and were recommended by the school principals and colleagues. In addition, this study required MTs to have at least 10 years of teaching experience because it is established in the literature that experience is an important attribute of teacher quality (Barliner in Brandt 1986, Jacobs, Gregory & Hoppey 2009, Noraini, Azliza Haniem & Nambiar 2013, Suharti 2013).

This study also involved 90 grade 11 students aged between 16 to 17 years from two different vocational schools in the province of Lampung in Indonesia. Miss A taught the computer and networking engineering class and there were 31 students, consisting of 16 males and 15 females. The teacher described the majority of her students as elementary learners while some of them were intermediate learners. Miss B's classroom under investigation was the grade 11 automotive engineering students, comprising 33 males and 2 females and she described them as novice learners. Meanwhile, Miss C was the home teacher of the grade 11 automotive engineering class which consisted of 24 students who were all boys and categorized as novice learners of English. The categorization of the learners were done solely based on the teachers' experience with their classes.

DATA COLLECTION AND ANALYSIS

Data collection was conducted through observations, video-recordings, and interviews. Classroom observations were carried out after the school authorities and the MTs officially gave their approval. While observing the MTs, the researchers acted as non-participant observers and sat at the back row of the classroom. An observation protocol built from Brown (2001), Richards (2011), and *Undang-undang guru dan dosen* (Teacher and Lecturer Law) No. 14 (2005) was used in each session to guide the researchers in noting down the activities during the teaching and learning process in the classrooms. The number of visits and durations of observations were varied among MTs because when it was seen that patterns

did not change so much and when each lesson observed became predictable, the observations were stopped. In total, the MTs were observed 18 times.

The collection of data through video recordings was conducted at exactly the same time as classroom observations. A video recorder was placed in the back-corner of the classroom to capture a two-third angle of the classrooms. However, not all formal teaching sessions could be recorded because of some circumstances such as school activities, examinations, and staff meetings. In total, Miss A, Miss B, and Miss C were recorded a total of 15 hours, 16.5 hours, and 13.5 hours consecutively. The data from video recordings were then, transcribed orthographically (broad transcriptions) using transcription conventions by Jefferson (2004) and Simpson, Lee, and Leicher (2002) which were revised to suit the objectives of the current study in Windows Vista Basic (2007). Line numbering indicating turn taking was given on the left of the page for easy reference. The results of video recording transcriptions were referred back to the MTs for verification.

Focus group interviews were done to elicit the students' responses on the teaching and classroom management strategies used by their teachers. There were 7 structured questions prepared for this interview. However, this was not satisfactory as many of the questions to be raised based on the lessons were not covered. As such, an open-ended interview was conducted. After getting permission from school authorities, the MTs, and the students, focus group interview sessions with 34 students were successfully conducted right after the teaching session in the classrooms. Each interview session involved three to four students and lasted five to ten minutes and was audio-recorded. Most of the interviews were conducted in Bahasa Indonesia because it was better understood by the students. They were also more comfortable giving their responses in their mother tongue. Some interview sessions, on the other hand, were conducted in English as the students could understand the questions and give their responses comfortably.

The data were analysed using Conversation Analysis (CA) and involved a four step analysis: (1) observing and video recording the classroom interaction, (2) transcribing the data into written text (verbatim transcription), (3) coding the data (open and focus coding), and (4) presenting the findings.

RESULTS

This study identified the teaching and classroom management strategies used by Indonesian master teachers of English language within the context of vocational classroom. This study also examined the effect of the strategies on the students. This section presents the results of the study. To capture the essence of the findings, extracts will be re-presented, where necessary.

TEACHING STRATEGIES OF THE MTs

The emergent themes show that the MTs used a wide variety of teaching techniques and the most common techniques used were (1) scaffolding (2) discussion, (3) games, (4) drawing/writing, (5) presentation, and (6) individual task. They also focused (7) on speaking skills, (8) using handouts, and (8) utilising board/colourful markers and whiteboard.

SCAFFOLDING TECHNIQUE

In the following extract an MT (Miss C) used the scaffolding technique in the classroom and it was used to help the students to carry out a task.

Extract 1:

- 165 T: *Ya menggunakan <use> what (.) this is the first example*
 166 **what is that? ya what is this? {showing her pen to the**
 167 **students}**
 168 SSS: Pen
 169 T: **What is this? {grabbing and showing a bag}**
 170 SSS: Bag
 171 T: And (.) **what is this? {grabbing and showing a book}**
 172 SSS: Book
 173 T: **ok (.) so (.) it is to ask for information** the second
 question

The extract shows that Miss C explained the function of the *what* question to the students and wanted them to produce interrogative sentences using it. In lines 165-167, she got her students to identify her pen and then got them to identify a bag. This was followed by another question in line 171 and this time she showed them a book and asked “what is this?” Once more, the students answered the question by saying “book.” After getting the third response, in lines 173-173, Miss C gave her conclusion by telling the students the function of *what* questions “it is to ask for information.” This is how she successfully used the scaffolding technique.

DISCUSSION TECHNIQUE

Discussion was the next strategy frequently used by the MTs. The next extract shows how the strategy was used in the classroom.

Extract 2:

- 211 T: **Please discuss together ya (.) please discuss with your**
 212 **group** ((raising handouts on right hand)) ok (/) do you
 213 know what I mean?
 214 SSS: Yes
 214 T: **Discuss with your group (.)** Aha this is a help for you
 216 ((showing handouts)) (.) after discussing (.)after discussing
 217 (.) I want you to explain in front of the class (.) ok (/)

This extract reveals that Miss A discussed various kinds of jobs with the students. By referring to the handouts in lines 211-212, she asked the students to discuss in groups and in lines 215-217, she repeated her instructions followed by an advice to refer to the handouts. This technique helped stimulate an exchange of ideas among the students.

GAMES AND WRITING/DRAWING TECHNIQUES

Besides scaffolding and discussion techniques, the MTs used games. In the next extract, an MT introduced a game to the students. Here, drawing/writing techniques were also used.

Extract 3:

- 42 T: Ok for warming up *ya untuk pemanasan kita main <we*
 43 *play> game ya (.) have you ever heard hang man game?*
 44 *pernah denger yang namanya hang man game? hang*
 45 *man (.) pernah denger? {writing on the whiteboard}*
 46 SSS: *Nggak <no>*
 47 T: Hang man {drawing a picture on the whiteboard}

In the extract above Miss B taught the students yes/no questions through games. In lines 43-45, she wanted to introduce the hang man game and asked the students whether they had heard of the game. Then, she wrote ‘hang man’ on the whiteboard. In line 46, the entire

class gave their response “*nggak* <no>.” When the students indicated their unfamiliarity with the game “*nggak*”<no> she drew a picture on the whiteboard to help the students understand before they began playing the game. These techniques promoted participation and made learning fun.

INDIVIDUAL TASK AND PRESENTATION TECHNIQUES

The MTs employed individual task and presentation techniques as they wanted the students to also work autonomously.

Extract 4:

13	T:	It’s enough for you to finish your exercise (.) would you
14		like to sit down? Here (.) ok attention please (.) now it’s
15		time for you to present in front of the class what is your
16		daily activity without book (.) do you agree without book?

In this extract, Miss C gave the students individual writing and speaking tasks about their daily activities. In lines 13-14, Miss C asked the students to stop writing and pay attention to her. After that, in lines 14-16, she asked them to present the results of their task in front of the class individually. The use of this strategy encouraged students to be independent learners and boosted their confidence in using the target language.

FOCUS ON SPEAKING SKILLS

In terms of linguistic focus, the MTs emphasised speaking skills. Other skills were taught by integrating them into speaking. In the next extract, an MT (Miss B) emphasised speaking through presentation and question-answer activities.

Extract 5:

4	T:	Good morning (.) now prepare ya {students prepare their
5		slides} group one first (.) ya please come to the front of the
6		class group one (.) Ok (.) heh other groups (.) your task is
7		asking this group

The extract shows that Miss B discussed different kinds of professions with the students. In lines 5-6, she directly asked them to present their homework before reminding other students to ask questions of this group in lines 6-7. By looking at the task and instruction, it could be seen that the linguistic focus of the lesson was speaking. This strategy effectively enhanced the students’ ability to produce the target language orally and enabled them to communicate their ideas.

USE OF HANDOUTS

The most common teaching source used by the MTs was handouts. The next extract illustrates how the handouts were used by the teacher.

Extract 6:

11	T:	ok (.) please see the materials ((looking at her
12		handouts)) (.3) ok have you got that? have you got the
13		material everyone? ((showing her handouts to the
14		students and waving them)) Frans Frans (.) ok pay
15		attention to the pictures all of you (.) and then what do
16		you see here (.) from this picture?

This extract demonstrates that Miss C explained preference in a sentence to the students. In line 11, she asked the students to refer to the handouts which contained the materials and the class was silent for a few seconds. Then, in lines 12-14, she asked a question to ensure the entire class had the handouts while drawing their attention to the handout in her hand by waving it. In lines 14-16, she continued telling the students to take a look at the pictures on the handouts and then, she asked them a question related to the pictures. This shows that the handouts helped the students better understand the lesson.

USE OF BOARD/COLOURFUL MARKERS AND WHITEBOARD

Finally, the MTs always made use of board/colourful markers and the whiteboard as their teaching aids in the classrooms. The data sample is presented in the following extract.

Extract 7:

534	T	take a look on the language focus (.) a little bit review
535		about present (.) future (.) and past tense ya (.) there you
536		can see (.) for past tense we use verb two {writing on the
537		whiteboard} ok verb two (.) you know verb two? siapa
538		yang masih inget (/) go (.) went (.) gone {writing and
539		underlining the verb two on the whiteboard} nah this is
540		for past action (.)

In the above extract Miss B explained past and future events to the students. In lines 534-537, she reviewed the basic forms of past and future tenses. While reviewing the tenses, in lines 538-540, she wrote on the whiteboard and underlined some words using colourful markers to highlight key ideas to remind the students that it was not a new topic. This is how she successfully used markers and whiteboard to help the students understand the important points of the lesson.

CLASSROOM MANAGEMENT STRATEGIES OF THE MTs

The data also revealed that the MTs emphasised group work as well as classroom discipline. The emergent themes indicate that they (1) organised the students into groups and pairs and (2) walked around the classroom during the lesson, (3) arranged teacher's desk in front and students' desks at the back of the classrooms, and (4) addressed misbehaviour of the students.

ORGANISE STUDENTS INTO GROUPS/PAIRS

The following extract shows how an MT (Miss C) organised the students to work in groups and decided the groups for them.

Extract 8:

3	T:	I think there are some song that has similar sound ya (.) you
4		can practice through song (.) ok first (.) I would like to
5		divide you into two groups
6	S:	Two groups <i>bu?</i>
7	T:	Ya two groups (.) ok (.) Danu (.) would you like to move
8		here? ((raising right hand)) (.) move here ya ((raising
9		right hand)) (.) and then Anas (.) would you like to
10		move here? ((raising left hand)) (.) Panji move there
11		((raising right hand)) (.) Indra and Febri here ((raising
12		left hand)) (.) Tamim move here ((raising right hand))

In this extract, Miss C wanted the students to practice their listening skill through songs. In lines 4-5, she told the students that she wanted them to work in groups and right

after that, in lines 7-12, she decided the group members by calling the students' names and asked them to move to the right and to the left side of the classroom, guided by her hand-gestures. This strategy made the students talk more and learn from each other.

Besides deciding groups for the students, in some activities, the MTs also gave freedom for them to decide their own group members as seen in the extract below.

Extract 9:

753	T	Ok (.) ok now find your partner please (.) who will be A
754		who will be B (.3) finish (/) (.) <i>nanti</i> <later> when I count
755		to three ((raising three fingers)) (.3) everyone starts
756		practicing the dialogue (.) ok (/)

The extract demonstrates that Miss B taught the students how to communicate using telephone. In order to do this activity, in lines 753-754, she asked the students to practice in pairs and gave freedom for the students to choose their own partners. After that, she asked the students to practice the dialogue (line 756). The students looked more comfortable expressing their ideas with their peers.

WALK AROUND THE CLASSROOM

The MTs regularly walked around the classroom during the lessons to check the students' work. The extract below shows how the strategy was employed in the classroom.

Extract 10:

9	T	ok now (.) I would like to see your homework (.) you're
10		going to read it in front of the class (.) ok (.) let me see
11		your homework { moving around to check students'
12		homework } (.) ok (.) how about you (.) have you done?

This extract shows that the class had just begun and Miss B was discussing the students' homework. In lines 9-11, she asked the students to show their homework then, walked around the classroom to check the work one by one. In line 12, she asked a student about his homework, implying that she wanted to ensure that everyone had completed the task.

Meanwhile, in the next extract, the MT moved around the classroom while explaining the materials.

Extract 11:

339	T:	{ moving from the back to the centre of the class and
340		talking to the entire class } listen to me I will have (.)
341		please listen to me (.) stop writing (.) listen (.) I will help
342		you ya (.) we just discussed wh question (.) wh questions (.)

The extract above reveals that Miss A discussed various types of *wh* questions with the students. While explaining the materials to the students, in lines 339-340, she moved from the back to the centre of the class and talked to the entire class. Here, Miss A wanted the students to pay attention and listen to her explanations.

SEATING ARRANGEMENT

Students learn in such big classroom which can actually accommodate 40 students. The MTs had a typical seating arrangement strategy—teacher's desk was in front and students' desks at the back of the classroom. The classrooms were designed for a fixed seating position. In each classroom there were long brown-wooden tables complete with three chairs occupied by

two to three students. This arrangement gave ample space for the MTs to walk among the students. With such conditions, the MTs had also carried out some initiatives like (1) asking the students to turn their chairs round while doing group discussion and (2) conducting an outdoor class.

ADDRESS MISBEHAVIOUR

With a large class, there were situations where the students were acted inappropriately. Thus, the MTs frequently addressed the misbehaviour of students.

Extract 12:

- | | | |
|-----|------|--|
| 792 | T: | <i>nganter surat ya (.) film city hunter (.) what is hunter?</i> |
| 793 | SSS: | <i>Pemburu</i> |
| 794 | T: | <i>Pemburu apa? <what kind of hunter?></i> |
| 795 | S7: | <i>Pemburu wanita bu <women chaser></i> |
| 796 | T: | <i>Apa? (.) apa? (.) tadi ngomong apa?(.) siapa tadi yang</i> |
| 797 | | <i>bilang? <what? what? what did you say? who</i> |
| 798 | | <i>mentioned it just now?></i> |
| 799 | SSS: | (silence) |
| 800 | T: | <i>Gak boleh ngomong gitu (.) gak boleh ya <please never</i> |
| 801 | | <i>say it again (.) never></i> |
| 802 | S7: | <i>Iya bu <yes ma'am></i> |

In this extract, Miss B explained various types of professions. In the middle of the discussion, she posed a question “What is hunter?” (line 792) and the entire class gave a choral response in line 793 “*pemburu.*” Then, a follow up question was posed in line 794 “*pemburu apa? <what kind of hunter?>*” and in line 795, one student suddenly said “*pemburu wanita bu <women chaser>.*” After getting such a response, the teacher looked displeased and asked the entire class who gave the response (lines 796-798). The class was silent for a moment (line 799), then, in lines 800-801, she warned the entire class to mind their attitude. This shows how she did not only focus on transferring knowledge but also attempted to teach the right morals.

This strategy was also used to address students who chatted loudly during the lesson.

Extract 13:

- | | | |
|----|----|--|
| 32 | T: | you are <i>boleh maju</i> <you may present> okay (.) okay |
| 33 | | pay attention to <i>ayo perhatikan</i> (.) attention please |
| 34 | | {knocking her table} |
| 35 | S: | My daily activities (.) every morning from Monday to |
| 36 | | Sunday |
| 37 | T: | <u>Hey Ambar</u> {knocking her table because one student |
| 38 | | is noisy} |

In the above extract, at the beginning of the class Miss C asked the students to prepare their presentation about their daily activities. When a student was about to present his work, she found that the entire class was too loud; therefore, in lines 33-34, she asked them to pay attention and knocked on her table to make them quiet. It was quiet for a while, but, when the student began his presentation, another student kept talking and disturbed the presentation. In lines 37-38, Miss C again knocked her table to remind the students to pay attention. This shows that she kept monitoring her students’ behaviour.

STUDENTS’ USE OF STRATEGIES

Having discussed the various strategies the MTs employed it is pertinent to now examine the students’ responses toward the strategies used by the MTs. The results indicate that the

students better understood and enjoyed the lesson, improved their speaking skills, shared knowledge with their friends, and developed better mutual-respect. This section will outline the students' oral feedback from the focus group interviews.

BETTER UNDERSTANDING OF LESSON AND MORE ENJOYABLE LEARNING EXPERIENCE

The students felt that their teachers always tried to help them understand the lesson by using easy explanations and examples.

Class not boring and I understand her (Miss B) explanations. (Student 1)

She (Miss A) gives examples of pronunciation...very good because the pronunciation and the spelling of the words is clear. (Student 2)

Besides getting examples from the teachers, the students were asked to discuss and present in the classrooms. The students found it enjoyable and nerve-wrecking at the same time.

Tadi kita diskusi, diskusi kelompok gitu. Terus presentasi. Enak sih, tapi pas di akhir terakhirnya tadi agak gugup juga karena karena pas terakhirnya itu kita orang agak terlambat jawabnya <We discussed just now, discussed in groups. Then, we conducted a presentation. It was enjoyable, but we were nervous because it took longer time to answer the last question>. (Student 3)

The students claimed that the MTs used some games in the classrooms which helped them enjoy the class.

I like hang man games. (Student 4)

Miss B biasanya main lempar bola kertas. Yang kena lempar akan melakukan sesuatu di kelas atau bercerita. Seru juga. <Miss B often plays paper ball game. If the ball hits us, we will do something in the class or tell a story. It's fun>. (Student 5)

Seringnya main tebak lagu gitu. Yang kalah nyanyi lagu bahasa Inggris rame-rame <we often play song guessing game. The losers have to sing English song in front of the class together>. (Student 6)

The students enjoyed activities that gave them opportunities to speak like presentations.

I like presentation. *Iya* presentation. Speaking speaking is fun, more practical. (Student 7)

Sukanya aktivitas yang berbicara <I like speaking tasks >. (Student 8)

Kita disuruh ngerjain LKS, terus suruh buat telepon-teleponan sama temen, dialog, presentasi ke depan, disuruh berbicara gitu, kadang individu kadang kelompok <We practice using LKS (worksheet), and then practice making a phone call with friends, dialogue, she (Miss B) wants us to speak, sometimes individually and sometimes in groups>. (Student 6)

Next, the students also gave oral feedback on the handouts distributed by their teachers.

Dapet handouts... simple, bisa dibawa pulang buat belajar di rumah <we get handouts... it's simple and we can bring it home so that we can study at home>. (Student 5)

Kompilasi materi dalam satu handout ngebantu banget buat belajar <compiling materials in a set of handouts helps us learning>. (Student 9)

IMPROVED SPEAKING SKILLS

The students opined that their speaking skills had improved.

Kalau, kalau pandai berbicara itu kurang <my speaking is not excellent>. But I feel better, a little improvement. My teacher is good and some good friends also help me learning English. (Student 5)

Long long time ago I only know the meaning. Now I can speak better. I want to improve my speaking. (Student 1)

SHARING KNOWLEDGE WITH PEERS

This study reveals that most of the students preferred group work to individual work as they could share ideas and work together.

Enak rame-rame. Ya misalnya tiga orang biar saya yang gak tau bisa tanya gitu <I like working in group. Group of three for example so I can ask if I do not understand>. (Student 10)

I'm in the group because I get I mean I can learn from friends. (Student 11)

Group discussion...we can, we can do cooperation. It gives more knowledge. (Student 12)

However, some students mentioned their concerns while working in group.

Saya suka sama-sama karena bisa belajar dari yang lebih pintar. Tapi sukanya ada yang belum selesai udah ribut <I like working together because I can learn from the smart ones. But my friends chat loudly even though they haven't completed their tasks>. (Student 8)

I prefer to work alone because not, sometimes it is hard, because people don't help. They disturb me. (Student 1)

BETTER MUTUAL-RESPECT

The students also explained that the teachers often addressed students' misbehaviour in the classrooms. This strategy helped them to develop better mutual respect for their friends.

Kalo ribut disuruh diem kadang-kadang. Terus diem terus rebut lagi. <if the students are too loud she (Miss B) asks them to be silent. They are silent for a while and after that make some noise again>. (Student 8)

Kalo ada yang nakal atau ribut Miss A menegur menegur <if students are naughty or noisy Miss A addresses her concern>. Kayak tadi ketiduran terus ditegur <just now I fell asleep in the class and she addressed her concern>. (Student 9)

Iya marah, tapi marahnya itu untuk ngajarin biar kita hormat...<she (Miss C) gets mad so that we become more respectful...>. (Student 6)

Jadinya kita lebih disiplin sih <we become more disciplined>. (Student 13)

We become good, better students, respect teacher, respect friend. (Student 12)

DISCUSSION

The present study investigated the teaching and classroom management strategies used by master teachers of English language in vocational classrooms in Indonesia and the effects on the students. The emergent themes have indicated that the MTs used a number of common strategies during the lesson.

In terms of teaching strategies, they used a wide variety of teaching techniques. Four such techniques - discussion, presentation, games, and individual task – were generally more student-centred (Nunan 1989 in Brown 2001). According to Chiang (2006) and Li and Walsh (2011), student-centred learning is typical of master teacher classrooms. They are manifested in a variety of teaching techniques (Barliner 2005, Weaver II, Wenzlaff & Cortell 1993, Yaakub Isa 1996). These techniques engage learners in communication (Brown 2001, Tuan & Thi Kim Nhu 2010) and the emphasis is on working together, characterised by performance-oriented learning through group discussion (Chiang 2006). Learners cooperate, learn from each other, and help each other (Jones 2007). At different times, students may be working alone as well, for examples while preparing ideas before a presentation and completing listening and writing tasks (Jones 2007). Besides that, the MTs used scaffolding and drawing/writing techniques which are more teacher-led. These techniques were used by the MTs to illustrate and generate ideas as well as to highlight important point which could help the students to understand the materials and develop their language skills (Chiang 2006, Noraini, Azliza Haniem & Nambiar 2013, Schempp, Tan & McCullick 2002). Owens (2006) and Rosoff (2007) posit that, in a student-centred class, teacher-centred strategies and techniques can still be used.

The study also revealed that the MTs emphasised speaking skills. Other skills like writing and reading were integrated into speaking. In the classrooms, the students were encouraged to speak using the target language (English) through several events like group discussions, group and individual presentations, question and answer activities, and giving opinions. Sato and Kleinsasser (1999) found that CLT classroom emphasises speaking and listening skills and involves little grammar teaching. Therefore, Griffiths (2012) and Savignon (2007) suggest that learners should be provided with ample opportunities to interact in various kinds of communicative events in the classrooms using the target language.

The findings, further, show that the MTs used teaching sources like handouts which were compiled from various sources. Each set of the handouts contained materials relevant to the topic of the lesson, reading texts, questions, examples, pictures, and dialogues. The MTs also used black or colourful markers to highlight important points, write instructions, questions and examples and draw pictures. Even though the MTs did not regularly use multimedia devices in the classrooms because of the limited infrastructure, they were actually competent users as they used personal computers to design their handouts at home. Like Beck, Parette and Rita (2005) Shifflet and Brown (2006) suggest the use of multimedia devices like computer, CD, and projector for language teaching as they are effective in helping the students understand the lesson and in increasing their creativity. Carter and Long (1991) and Yaakub Isa (1996) claim that the utilisation of these aids facilitates learning and help students to reduce their dependence on textbooks.

In terms of classroom management strategies, the MTs used cooperation and teamwork strategy by organising students into groups and pairs. Chiang (2006) claims that MTs encourage group discussions and sharing of ideas in the classrooms as it improves classroom atmosphere. Nevertheless, Jones (2007) reminds us that even though group and pair work provide opportunity for students to talk more, share ideas, learn from each other, and feel more secure and less anxious, they may speak in English and make a lot of mistakes

or speak in their native language, not English. Therefore, Jones (2007) suggests teachers select the groups for the students because if students choose the group themselves, less popular or proficient students may be excluded from every group. Once the students have become accustomed to group work, they can decide who they want to work with.

The next strategy involves moving around the classrooms before, while, and after the students do their tasks. In the process the teacher is available to help the students prepare their tasks, give encouragement and offer advice and suggestions (Jones 2007). From the point of view of students, these give positive effects in terms of creating conducive learning environment. Meanwhile, from the side of the teacher, these strategies make them closer to the students and allow them to know their problems.

The study also indicates that the MTs arranged their desks in front and the students' desks at the back of the classrooms. Nevertheless, while having discussion, presentation preparation, and dialogue practice, the MTs allowed the students to move and turn their chairs around so that the MTs also could walk and approach students who were sitting at the back. Nadeem, Iqbal, and Rahman (2012) believe that seating arrangement is pivotal for classroom control and management, interaction and socialisation, and ease of teaching. In a typical Asian large language classroom which consists of at least 30 students with furniture that is not removable, Jones (2007) suggests teachers make their students sit close together. This allows access for the teacher and their peers. Brown (2001) and Wannarka and Ruhl (2008) also suggest that the seating arrangement should match the activity being done. Weinstein and Mignano (2007) conclude that the best seating arrangement is if the teachers are able to approach every student and if the students are allowed to easily establish individual contact with their peers.

Finally, the MTs exercised discipline in the classroom. They addressed their concerns on the students' misbehaviour during the lessons especially when they were being inappropriate, were noisy and chatted loudly, and fell asleep in the classroom. Moskowitz (1968) believes that addressing students' misbehaviour is one of the ways to help improve their attitudes. These results, to some extent, concur with Sparks and Lipka (1992) and Yakuub Isa (1996) who claim that MTs always implement classroom discipline. This strategy will help mould the characteristics of the students and make them more in line and relevant to the vision of the Republic of Indonesia National Education Blueprint 2005-2025 (Ministry of National Education 2005) which emphasises students' character building through education.

It is apparent from the students' oral responses that they perceived the strategies used by the MTs positively. They improved their speaking skills, enjoyed the lessons, shared ideas with their friends, and had better mutual-respect. Due to cultural influences, Asian SL/FL learners are generally inhibited but they are willing and eager to learn. In addition, they listen to and respect their teachers (Khmakhien 2012, Rido, Noraini & Nambiar 2015, Wilhelm & Pei 2008).

What is clear is that the MTs use various teaching and classroom management strategies which promote students' involvement and they also approach learning through group and pair works. The findings are similar to that of Chiang (2006), Li and Walsh (2011), Noraini, Azliza Haniem, and Nambiar (2013) and Tsui (2009). However, some strategies may be different from that of previous studies due to the goals of the teaching of English and the context of the study. For example, in this study the MTs designed handouts and used them in the classrooms because of the inadequate and insufficient infrastructure in school. With their creativity, the handouts were customized from various sources and made adjustable so that they were relevant to the needs of students. Besides that, the MTs frequently addressed the students' misbehaviour as it is their moral responsibility as educators to not only focus on knowledge but also attitude. They wanted the students to

realize that both knowledge and attitude are equally important. At the same time the MTs also used games as they believed that learning should be fun and enjoyable.

CONCLUSION AND IMPLICATIONS

This study examined the teaching and classroom management strategies of Indonesian vocational English master teachers and the effects of these on the students. This study revealed that the three MTs—Miss A, B, and C—shared a number of similar teaching and classroom management strategies in the classrooms. They employed various teaching techniques and combined student and teacher-centred approaches. They also maximised a variety of teaching aids in the classrooms, encouraged group discussion, and placed great emphasis on classroom discipline. The strategies used by the MTs encouraged participation and improved the classroom atmosphere. The strategies used by the MTs were also positively perceived by the students as they made them use the target language for different purposes and in various activities.

This study suggests that the teaching strategies of the MTs provided communicative exposure to the students as they spoke as well as wrote, read, and listened to the target language in the classrooms. Thus, teachers should use a wide-variety of teaching techniques to enable the communicative ability of the students. Teachers should also introduce a learning culture where students are empowered and learning is self-paced, self-accessed, and self-directed. In other words, teachers should allow students to take charge of their learning through collaborative and cooperative learning practices. In addition, schools and teachers should be provided with better infrastructure and facilities as lessons can be made interesting if technology is brought into the classrooms and used appropriately. This will open up better chances for not only effective but also innovative and creative teaching and learning.

The use of appropriate classroom management strategies ensured the students were closely supervised even though they were involved in different activities and worked in groups. The students also developed mutual respect for their friends as they realised that classroom discipline was a strong concern and focus of the teachers. However, the fixed seating arrangement did not allow the students much mobility in the classroom. Therefore, this study suggests that fixed classroom seating arrangements should be reviewed as it is rigid and static. By providing removable furniture, SL/FL classrooms will be more fluid, dynamic, and interactive. Next, teachers should be careful while implementing pair/group work/discussion strategies especially in a large classroom because there is a concern that some students will talk in ‘their own’ language and not contribute or even disturb others. Therefore, teachers are advised to approach students by frequently moving around the classrooms, checking their work, and talking about their problems. These strategies will help teachers control the classrooms and create a better learning atmosphere.

The results of this study can be used as a platform by stakeholders to enhance SL/FL learning in the vocational context. With pedagogically competent and well-trained vocational English teachers, it is expected that Indonesian vocational school graduates will be well-equipped with especially English communication skills as demanded by the global workforce.

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