

**AN ANALYSIS ON ENGLISH TEACHERS' CLASSROOM
MANAGEMENT STRATEGIES AT SMA NEGERI 7 BENGKULU
SELATAN
ACADEMIC YEAR 2019/2020**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd)
in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu



By:

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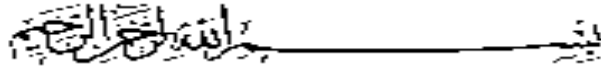
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MOTTO



“Live as if you were to die tomorrow. Learn as if you were to live forever”

(Mahatma Gandhi)

“Do what you can with all you have, wherever you are.”

(Theodore Roosevelt)

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

1. My beloved parents, Mr. Kaslan.B , and Mrs. Napiza thank you for your support, pray, and patience to make my dream come true.You are the greatest gift that God sent to me.
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I hereby sincerely state that the thesis entitled “An Analysis on English Teachers’ Classroom Management Strategies At SMA Negeri 7 Bengkulu Selatan Academic Year 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated by ,



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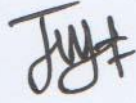
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First of all, the researcher would like to express her gratitude to Allah SWT, the almighty that has given her *hidayah* during she wrote this thesis entitled “An Analysis on English Teachers’ Classroom Management Strategies at SMA Negeri 7 Bengkulu Selatan Academic Year 2019/2020”. This thesis is Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu.

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, 2021
The researcher

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ABSTRACT

Temmy Syahera. 2021. An Analysis on English Teachers' Classroom Management Strategies At SMA Negeri 7 Bengkulu Selatan Academic Year 2019/2020. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors: 1. Dr. Syamsul Rizal, M.Pd 2. Fera Zasrianita, M.Pd

Keywords: Classroom Management Strategies, English Teachers, Descriptive Research

The aim of this research was to identify the strategies of English teachers in the management of the classroom. This study used a descriptive qualitative study. The main instrument used was the observation checklist and the interview. Two English teachers were involved as participants in this research. Based on the results of the study, some strategies have been used by the teacher to manage the class. Organization, rules, and communication are in place. First, the strategies in the classroom management organization include three sub-themes; the preparation of lesson plans, the development of well-established classroom routines and the provision of instructions to make students comfortable in the classroom. Second, there are five sub-themes in classroom management strategies; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication include one sub-theme, that is bilingual strategy.

ABSTRAK

Temmy Syahera. 2021. An Analysis on English Teachers' Classroom Management Strategies At SMA Negeri 7 Bengkulu Selatan Academic Year 2019/2020. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors: 1. Dr. Syamsul Rizal, M.Pd 2. Fera Zasrianita, M.Pd

Kata kunci: Strategi Manajemen Kelas, Guru Bahasa Inggris, penelitian Deskriptif

Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi guru bahasa Inggris dalam pengelolaan kelas. Penelitian ini menggunakan penelitian kualitatif deskriptif. Instrumen utama yang digunakan adalah lembar observasi dan wawancara. Dua guru bahasa Inggris dilibatkan sebagai partisipan dalam penelitian ini. Berdasarkan hasil belajar tersebut, beberapa strategi telah digunakan oleh guru untuk mengelola kelas. Organisasi, aturan, dan komunikasi sudah siap. Pertama, strategi dalam organisasi manajemen kelas mencakup tiga sub-tema; penyusunan RPP, pengembangan rutinitas kelas yang mapan dan penyediaan instruksi agar siswa nyaman di kelas. Kedua, ada lima sub-tema dalam strategi pengelolaan kelas; Mendisiplinkan siswa di dalam kelas, membuat siswa bersemangat di dalam kelas, membuat diskusi pengelompokan untuk siswa di dalam kelas, memberikan hukuman kepada siswa di kelas. Terakhir, strategi dalam komunikasi mencakup satu sub tema, yaitu strategi dwibahasa.

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CHAPTER I

INTRODUCTION

A. Background

One of educational aspects is in the school where the students study English. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject. English is an anxious subject material to the students, because they feel difficult to learn foreign language.

Good and Brophy state that teachers are not aware of everything that goes on in the classroom and this lack of awareness may interfere with their effectiveness.¹ Language is a conscious method of internalizing linguistic system and policies, which ends both from overt coaching or a self-examine of linguistic regulations or formal mastering (Fauziati).² Besides formal mastering, there is additionally formal teaching. Formal coaching does now not assisting the newbie's to have cognitive presentation only.

Fauziati states that formal teaching helps newcomers to have intellectual presentation of the guidelines. Thus the result of mastering is a conscious focus of linguistic rule.³ Tomlinson said that teaching is

¹ Good, Thomas and Brophy. *Looking in Classroom: Ninth Edition*. (USA: Pearson Education Inc. 2003)

² Fauziati, and Endang. *Teaching English as a Foreign Language*. (Surakarta: Era Pustaka Utama. 2010)

³ Fauziati, and Endang. *Teaching English as a Foreign Language*. (Surakarta: Era PustakaUtama. 2015)

used to refer to anything performed by fabric developer or teachers to facilitate the getting to know of the language.⁴ This could encompass the trainer stand in the front of the study room to give an explanation for the conventions of direct speech in English; it may include textbook provide samples of language used and guide beginners to make discoveries for them, it could encompass textbook invite newbie's to reflect on the way they have just read a passage or it may the instructor offer the language a learner want at the psame time as take part in a challenging task. Language coaching aims to enhance students' four abilities of listening, speaking, reading and writing, and additionally to improve the capacity of vocabulary mastery and excellent grammar. The very last expectation is to allow the pupils' have the ability to put in force the language in the actual life. Therefore, the students need to know all the competencies of the four abilities. But actually, there are many additives that make sure the teaching – studying activity run well and effective. One of them is lecture room control. Fauziati suggest that study room management is the manner teacher organizes what goes on in the lecture room.⁵

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzano state that the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well

⁴ Tonmlinson. *Material Development in Language Teaching*. (Australia:Cambridge University press. 1998)

⁵ Endang Fauziati. *Teaching English as a Foreign Language*. (Surakarta: Era PustakaUtama. 2015)

and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively. In addition, Joyce McLeod et. al, state that teachers have a crucial role in classrooms is as a leader of instruction.⁶ To fulfill that role, teachers should pay attention to the social, intellectual and physical classes. So teachers could carried out their role appropriately. Besides that, teachers must be able to control and overcome if there are disruptions in the classroom. Thus, it could be concluded that the most important thing in teaching and learning process is classroom management. Classroom management is one of the things that are important in determining the students' learning outcomes. Students should felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who could master classes could made learners would easily captured the subject matter presented well. It is reason why the effectiveness of classroom management is required in teaching and learning process.

From the description above it could be seen how important classroom management in the success of the learning objectives and the basic skills of a teachers in improving students learning activities.

Unfortunately not all teachers are able to manage their classes well.

⁶ Joyce McLeod, et. al, *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*, (USA: Association for Supervision and Curriculum Development, VI, 2003).

Hayes states that many teachers who teach in classes felt that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it made teachers and students difficult to interact because of the limited space to move.⁷ Conditions and less conducive situation of the class made students felt uncomfortable in class so that they cannot. Because of the limited space to move it made difficult for teachers to contact with all students and only students who sit in the front that often got attention from teachers. In addition, teachers are also difficult to set up creative learning because the situation is not supported. To solve the problem as the researcher states above, teachers are required to made creative strategies to create a classroom atmosphere that supported teaching and learning activities.

Based on the reasons above, the researcher was interested in conducting the research about classroom management applied by the English Teacher to make the English teaching – learning easy and fun to learn. Therefore, the researcher conducts the research entitled: *An Analysis On English Teachers' Classroom Management Strategies At SMA Negeri 7 Bengkulu Selatan Academic Year 2019/2020*.

⁷ Hayes, D. *Helping Teacher to Cope with Large Classes*. *English Language Teaching Journal*, 51(2) Oxford University Press, 1997.

B. Identification of the Problems

From the background of this study, the statement of problems of this research can be explained as follows: 1) teachers find it difficult to relate to all students and only students who sit in front of the teacher often get attention, 2) teachers also find it difficult to organize learning creatively because of situations does not support. 3) Conditions and less conducive situation of the class made students felt uncomfortable in class so that they cannot concentrated.

C. Limitation of the Research

The researcher was limited the classroom strategies in this research only the classroom management strategies at SMAN 7 Bengkulu Selatan that is Two English teachers' class X at SMAN 7 Bengkulu Selatan.

D. Research Question

Based on the background of the research above, the problem of his research is as follows:

1. What are English teachers' strategies in managing classes at SMA Negeri 7 Bengkulu Selatan?

E. Objective of the Research

This research would investigate English teacher's strategies in managing class at SMAN 7 Bengkulu Selatan.

F. Significances of the Study

The significance of the research expects to be beneficial for:

1. English teachers

The reasearcher hope the result of this research can be as a feedback for Senior High School English teachers' in due to improve quality of teaching and learning process by realizing their strategies and management classroom.

2. Further research

Moreover, this research can provide additional reference for the next researcher. It can help further researcher to conduct a research which is similar and related with this research.

G. Definition of Key Terms

The followed are the definitions of the terms used in this study:

1. Strategy come from the Greek, strategies (the art of general). Strategy is a term that refers to a complex of thoughts, ideas, insghts, experience, goals, expertise, memeories, perceptions and expectation that provide general guidance for specific section in pursuit of particular end. Strategy concerned how people will achieve their aims.
2. Classroom management is an effort of a teacher to create the condition and situation in the classroom that support the teaching and learning process.

CHAPTER II

LITERATURE RIVIEW

A. Definition of Teachers

According Undang-Undang no 14 Tahun 2005:

guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah.

(teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education).⁸

According to Brown that states teachers are the primary components that hold important roles in managing the teaching learning process in big classes. In managing the class, teachers use their competencies and personalities. Teacher competence covers some aspects. Those aspect are cognitive, affective, and psychomotoric.⁹ The cognitive aspect is related to the teachers' mastery of teaching materials, teaching subjects, and

⁸ Ristekdikti, "Undang-Undang Republik Indonesia," *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*, <http://sumberdaya.ristekdikti.go.id/wp-content/uploads/2016/02/uu-nomor-14-tahun-2005-ttg-guru-dan-dosen.pdf> (accessed Oktober 20, 2019).

⁹ H.D Brown. *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall, Inc, 1987), p. 19.

classroom management. The affective aspect is shown by the teachers' attitudes in placing themselves in reciprocating the condition and the existence of the other teaching learning components. The psychomotoric aspect is realized through the teacher's skill in coordinating their body movement in managing the teaching learning process. Furthermore, teachers' personalities include the nature and the characters that the teachers have and which are reflected in their daily behavior. Those three aspects of competencies above are related to one another. The teacher's competencies and personalities, can affect the way the teachers teach. These ways finally determine the quality of the classroom management the teachers apply.

According to Harmer there are many metaphors to describe the teacher, such as the teacher is an actor because they are always on stage, the teachers are orchestral conductors because they are direct builders and set the pace and tone, and the last teacher is a gardener because they plant the seeds and then watch them grow.¹⁰ In addition, the teacher is the person responsible for becoming an educator in education and also has the right to education and teaching in formal education institutions. And then, the teachers' should know how to teach English and know whether to teach easily in understand students or not. There are two of the knowledge that must be in know a teachers.

a. English Teaching and Learning Process

¹⁰ J. Harmer. *The practice of English language teaching*. (London: Longman, 1998)

According to Kimble and Garnezy in Brown, learning is a relatively permanent change in a behavior tendency and result of reinforced practice.¹¹ In order to be easier to understand, this definition is then classified by Brown in the following notions:

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Related to second language and foreign language learning, Krashenin Hutchington and Waters make a distinction between language acquisition and language learning. He proposes that acquisition is taking a language naturally and it takes places in an informal setting.¹² The process is a subconscious one, and it occurs because there is a real need to use the language whereas learning happen when one is taught in a formal setting, and language is

¹¹ H.D Brown. *Principles of Language Learning and Teaching*. (New Jersey: Prentice Hall, Inc., 1987)

¹² Krashen, Hutchington and Waters. *Principles of Language Learning and Teaching*. (New Jersey: Prentice Hall, Inc., 1987).

acquired when the learner receives comprehensible input. The language age is acquired when the learner receives comprehensible input the language may be understandable because of a strong and supportive context or because the learner and the speaker share knowledge and experience. For language growth to occur it is important that the learners receive input just slightly beyond his or her current level of competence. Teaching cannot be defined apart from learning. An understanding of how the learners will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques used by someone (Brown).¹³

According to Kimble and Garmezy in Brown, teaching is showing or helping someone to learn how to do something, giving someone in the study of something, providing someone with knowledge, and closing someone to how or know or understand.¹⁴ Meanwhile, Brown states that teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. It is in accordance with Gage in Altman), who defined teaching as any causing learning on the part of another.¹⁵

b. Role and Teaching Style of the Teachers

¹³ H.D Brown. *Principles of Language Learning and Teaching*. (New Jersey: Prentice Hall, Inc, 1987). p. 7.

¹⁴ H.D Brown. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall, Inc, 1987) p. 6.

¹⁵ H.D Brown. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall, Inc, 1987) p. 7.

Actually, there are many words or even clauses to describe what the teachers refer to, who they are, what their roles are, and so on. Harmer, Jeremy proposes, "...good teachers care more about their student's "learning than they do about their own teaching." It implies that the primary task of the teachers is not merely transferring the knowledge or new information. Instead, the more important task is making sure that the students comprehend the knowledge and information that have been conveyed well.¹⁶

Besides, teachers have roles in teaching. It is in accordance with Brown, H. Douglas argues, "Teachers can play many roles in the course of teaching." Those teachers' roles are very important for the students depending on the institution or the country in which the teachers teach. Indeed, it is less easy to play those roles because it needs skill and confidence.¹⁷ The key to improve the comfort and confidence is the teachers should know who they are, knowing themselves, their interest, their strengths, and their lack. It is as has been proposed by Brown, H. Douglas, "Know yourself, know your strengths, your likes and dislikes, and then accept the fact that you are called upon to be many things to many different people." Every teacher has their own character and personality reflected through their

¹⁶ Jeremy Harmer. *How to Teach English*. (England: Addison Wesley Longman Limited. 2001) p. 3.

¹⁷ H. Douglas Brown. *Principles of Language Learning and Teaching*: Fourth Edition. (San Fransisco: Addison Wesley Longman, Inc, 2000). p. 166.

teaching style.¹⁸ Teaching style is also considered as the essential influence in development of the teachers' capability. Thus, the teachers should be sure that teaching style they use makes them comfortable as well as the students.

B. Definition of Teaching Strategies

According to Brown strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning, Ahmadi.¹⁹ According to Chamot strategies are often more powerful when they are used in appropriate combinations.²⁰

Based on those definitions above, strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

C. Classroom Management

Classroom management is seen as a basic teaching skill. It relates to teachers who have the capacity to control and inspire a class. According to Harmer, Jeremy states "Class management, the ability to control and inspire a class, is one of the core teaching skills." In addition, classroom management includes a set of procedures for the

¹⁸ H. Douglas Brown. *Principles of Language Learning and Teaching*: Fourth Edition. (San Fransisco: Addison Wesley Longman, Inc, 2000.) p. 201.

¹⁹ Ahmadi, Abu and Prasetyo, Tri, Joko. *Strategi Belajar Mengajar*. (Bandung: Pustaka Setia, 2005).

²⁰ Chamot. *Language Learning Strategies: What Every Teacher Should Know*. (New York. Newbury House Publishers, 1987).

orderly organization of physical classrooms and the establishment of a positive atmosphere for teaching activities.

As Brown says, "Classroom management encompasses an abundance of factors ranging from how you physically fit the classroom, to" style "teaching, to one of my favorite subjects: classroom energy."²¹ Understanding how to arrange and create positive environment for students helps the teachers to create well managed classroom.²² McCreary state that classroom management is the techniques and approaches used by the educator to create a classroom environment that is conducive to student success and learning. The teaching process, together with approaches, strategies and subjects, is informed by the way the teacher handles the classroom.²³ Marzano in Garret, classroom management is consistently identified as an important factor in student learning.²⁴ Meanwhile, Wong and Wong in Fauziati stated that classroom management includes all of the things that a teacher must do towards two ends, namely; to foster student involvement and cooperation in all classroom activities; and to establish a productive working environment.²⁵

²¹ H. Douglas Brown. *Principles of Language Learning and Teaching*: Fourth Edition. (San Francisco: Addison Wesley Longman, Inc. 2000) p. 192.

²² H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* .(San Francisco, California: Pearson Education. 2000)

²³ McCreary, Randin. *Classroom management*. In eHow. Retrieved November 21, 2019.(www.ehow.com/about_5438989_classroommanagementdefinition.html, accessed November 29, 2019)

²⁴ R.J Marzano. *Classroom Management That Works*. (Virginia US : ASCD. 2003). p. 31.

²⁵ Endang Fauziati,. *Teaching English as a Foreign Language*. (Surakarta: Era Pustaka Utama . 2015) p. 81.

In conclusion, classroom management is the central expertise of teachers to create an effective learning environment. Equally important is the ability of teachers to choose and communicate relevant teaching materials to students. Teachers' ability to manage classrooms helps the teacher create a positive learning environment.

There are several functions of classroom management. These functions assist the teacher to create and manage positive classroom environment.

- a. The first function of classroom management is planning.

It is important to prepare what the teachers are going to do or what the students are going to learn. Often, a schedule is very useful as a guide to the classroom teachers. It is mentioned by Harmer, Jeremy, "In the classroom, a plan helps remind teachers what they intend to do, particularly if they are distracted or momentarily forget what they intend to do."²⁶

- b. The second function is organizing.

The ability of teachers to organize the classroom is also seen as a fundamental skill in the management of the classroom. It is supported by Scrivener, Jim who states that the ability to create and manage a successful class can be the key to the success of the course. An important part of this is to do with your mindset, your goals and your personality and your

²⁶ Jeremy Harmer. *How to Teach English*. (England: Addison Wesley Longman Limited, 2001).

interaction with the learners. Nonetheless, you also need some management skills and techniques. Such elements are often grouped together under the heading "Classroom Management."²⁷

- c. The third function is making decision.

Classroom management is concerned with the actions of teachers in the management of the class. There is another dimension, however, that deals with it. It's the decisions about how to take those actions. It is in line with Scrivener, Jim who states that the management of Classrooms requires both decisions and actions. Actions are what is achieved in the classroom, e.g. by rearranging seats. The decisions are about what whether do these actions, when to do them, how to do them, who will do them, etc.²⁸

D. Management Strategy Classroom

According to Amatembun in Maulana, the management strategy classroom is the science of drawing up, implementing and evaluating cross-functional decisions that allow teachers to achieve their objectives.²⁹ By definition, strategy management focuses on the learning goal setting process, policy development and preparation to

²⁷ Jim Scrivener., *Learning Teaching: A Guidebook for English Teachers Second Edition.* (UK: Macmillan Education. 2005). p. 79.

²⁸ Jim Scrivener., *Learning Teaching: A Guidebook for English Teachers Second Edition.* (UK: Macmillan Education. 2005). p. 80.

²⁹ Maulana Anas, "The concept of problem posing Education in the Classroom Management in English Learning (the descriptive study in the alternative school of Qoryah Thayyibah Salatiga" 2011 under Graduate Paper Tadris Bahasa Inggris STAIN Salatiga. p. 10.

achieve goals, and the allocation of resources to enforce the policy and prepare for the achievement of the learning goals in the various definitions set out above is the most responsible for managing the learning strategy to allow the learning process to be more proactive rather than reactive, allowing the learning to initiate and influence the operation so as to be able to control the intent of learning itself. As for what is meant by a management strategy, there is an action or a way with different aspects and objectives created and accountable by teachers in the classroom.

E. Skills of Classroom Management

Classroom management skills are of primary importance for the determination of performance in teaching. Skills are vital and necessary. A teacher who is grossly inadequate in classroom management skills is probably not going to do much. There are three essential skills for good governance, Paul and Don:

1. **Organization:** This is an essential organizational skill. There are four main characteristics under the organization. These are as follows: a) prepared material and presentations in advance. b) Starting with time. c) Having a well-established schedule. d) Make transitions smooth and quick.
2. **Rule:** The second set of critical management steps includes preventing misbehaviors from disrupting the flow of learning activities. Rule in the classroom is very important, because as a regulation and direction

in teaching, it is possible to have full and favorable classrooms in teaching. There are four rules of classroom management. The rules of classroom management may be applied by the teachers to create managed classroom well.

a. The first rule is getting them in.

This rule tells about how to make a brisk start of the lesson, it makes the students quickly involved and ready to receive the lesson materials. According to Smith, Colin J. and Robert Laslett, “There is also the vital practical advantage of being able to check that the room is tidy, that materials are available, displays arranged, and necessary instructions or examples are written on the board.” These phases can be conducted by the teacher to prepare teaching and learning process.³⁰

In addition, the teachers have to be able to organise the students’ seating arrangement. It may depend on type of lesson, amount of the students, and condition of the classroom.

b. The second rule is getting them out.

This rule deals with how to end the lesson. According to Smith, Colin J. and Robert Laslett, “This could take the form of a brief question and answer session which will enable the teacher to check on how successfully objectives have been attained or identify

³⁰ J Smith Colin and Robert Laslett.. *Effective Classroom Management a Teacher’s Guide Second Edition*. (London: Routledge. 2002). p. 4.

points which require further attention.”³¹ Therefore, this part helps the teacher to know what has been obtained by the students.

Besides, the teachers have to know the sequence for dismissing the class. The sequence can include clearing up and collecting books and material, checking up on learning and giving feedback, enjoying a game or other relaxing end to the session, and setting up the group for its next move.

c. The third rule is get on with it.

It includes the content of the lesson and the manner of how to convey those materials. It is as said by Colin, J. Smith and Robert Laslett, “In this context „it“ refers to the main part of the lesson, the nature of its content and the manner of its presentation.” The teachers have to be able to select the appropriate lesson materials for the students. Smith, Colin J. and Robert Laslett (2002) say, “Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the ability of the pupils to whom it is delivered.”³² The teachers have to make sure that what will be delivered to their students is appropriate with their range and ability.

In addition, the way how the teachers convey the learning materials is viewed as the fundamental element in classroom

³¹ J Smith Colin and Robert Laslett. *Effective Classroom Management a Teacher's Guide Second Edition*. (London: Routledge. 2002). p. 4.

³² Colin J Smith,. and Robert Laslett. *Effective Classroom Management a Teacher's Guide Second Edition*. (London: Routledge. 2002). p. 7.

management. According to Brown, H. Douglas “Another fundamental classroom management concern has to do with you and the messages you send through your voice and body language.”³³ Teachers should be audible when using a voice. This means that all students in the classroom can hear their speech. Teachers should also be able to use their range of voice and strength and take care of their speech.

In addition, teachers should understand how close they want to be to the students with whom they work. Teachers should make movement and to some degree maintain eye contact with all students in the classroom. Teachers can therefore ensure that all students are involved in the teaching and learning process.

d. The fourth rule is get on with them.

This includes the relationship between teachers and students. It is very important to be aware of the differences. Since the good relationship between teachers and students is very important, it is also essential to create a positive classroom climate.

In addition, teachers should be able to see or predict the possible possibilities that occur in the teaching and learning process. There are things teachers can do to increase the ability of teachers to detect early signs of disruption. Smith, Colin J. and Robert Laslett say, “Moving around the room, quietly marking

³³ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. San Francisco, (California: Pearson Education. 2000). p. 194.

work in progress, offering advice and guidance keeps attention on the task in hand.”³⁴

3. Communication with Learner; this is another management skill. As an instructor, he has to interact regularly with his learner. It may be verbal or non-verbal communication. He has to catch his attention in every corner of the classroom. This means that the instructor should keep in touch with his learners as far as he can.

F. Strategy of Classroom Management

Based on Brophy and Good in Borden cited in Rudyanto strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include six sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, making grouping discussion for students in classroom, being fair with the students and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.³⁵

G. Teaching Strategy of Classroom Management

Classroom management is a very important aspect of teaching that researchers are collecting data within the management class strategy that teaching is a pleasure and that students would be eager to learn.

According to Brophy and Good in Borden cited in Rudyanto, these

³⁴ J Smith Colin. and Robert Laslett. *Effective Classroom Management a Teacher's Guide Second Edition*. (London: Routledge. 2002). p. 12.

³⁵ Rudyanto, A. (2014). *Descriptive Analysis of Classroom Management Strategies*.

data are intended to provide some tips that would help the researcher with class management strategies;³⁶

1. *Get set up*: Preparation in the first teaching is a teacher who needs to prepare, as teachers want to start teaching, the items that need to be prepared are the learning materials and the learning implementation plan that would be submitted. Teachers are better trained in teaching, and teachers should organize and create daily schedules and lesson plans that are closely aligned with the requirements of school district.
2. *Make the room attractive*: Teachers should be able to create a vibrant and enjoyable classroom environment so that students can appreciate and enjoy a clean and comfortable room where they carry out their teaching and learning activities. In other words, teachers are asked to be more creative and innovative in making students happy while studying.
3. *Set the rules of the classroom*: the rules in the classroom are required because they can be a control tool and a guide in teaching, so that the classroom can be optimal and conducive, and the instructor includes students designing the rules and running the rules in such a way as to allow students to exercise discipline in the conduct of the rules. Once this law has been made, and then it has become a liability, those students who break or fail to see that the

³⁶ Rudyanto, A. (2014). *Descriptive Analysis of Classroom Management Strategies*.

law is being followed correctly or not. And offer incentives to students who follow the rules properly. This will inspire other students to continue to follow the rules and empower students who are not successful enough to earn rewards in the future.

4. *Be enthusiastic about the lessons.* When the teacher gives the lecture, they have gained more experience with the students and encourage them to participate and understand. Create approaches that will build and motivate all students to take part in teaching lessons for teachers, and if students give a wrong answer, the task of the teacher is to encourage and help them to succeed by providing them with the correct answers and instructions, asking questions and responding appropriately. Make sure that the teachers also praise the student for participating in the next lesson in the classroom.
5. *Be fair to students,* as a teacher, it is necessary to teach to be fair to all students. Make a point of always recognizing students and treating each of the pupils with dignity and respect. Don't make distinctions in them and give as much respect to those who seem a little disobedient as to those who politely present themselves all the time. Because they would all love and appreciate the teacher's mentality of being equal to all students.

H. Previous Studies

In order to support this research, the researcher discusses some related studies. The first, Nuri (2013) studied the methods of classroom management used by teachers to manage a large class and the problems faced by teachers and students during the teaching process. The theoretical architecture of the study is qualitatively descriptive. Nuri's (2013) research study and researcher are the focus of the review. She took the English teacher to high school. The second a study by Rudyanto (2014) examined the technique of classroom management applied to English teaching, the interest in English teaching and the Learning process, and the challenges faced by teachers. Similarities are the topic of studies on the technique of classroom management and the thesis focuses on the teaching of English.³⁷

The third is Rika Retnaningtyas the title research is the Classroom Management Of English Teaching-Learning Process In A Big Class (A Case Study of the Seventh Grade of SMP N 2 Mlati, Yogyakarta) (2011) carried out research on this research focus on how to manage a large class, this research is qualitative.³⁸ Third, Bashyal (2010) carried out work on "Classroom Management Techniques Used by Secondary Level English Teachers." He tried to explore the main approaches followed by secondary-level English teachers. Encouragement, feedback, inspiration, etc. were main techniques for classroom management. The last previous study was conducted by Meria Santy Sibarani (2017) English Teachers

³⁷ Rudyanto, A. *Descriptive Analysis of Classroom Management Strategies*. 2014.

³⁸ Rika Renaningtyas, "*The Classroom Management of English Teaching-Learning Process in A Big Class*" (S.Pd. Thesis., UNY:2011).

'Strategies in Managing a Large Class at Smp 4 State Jambi City. Meria (2017) has a thesis similarity with this research. First, the scope of this education. Second that the design of this research thesis is qualitatively descriptive. The difference between the last study and studies is that previous studies focus on the views of English teacher learning styles, this research focuses on teaching strategies in the management of large classes.³⁹

³⁹ Meria Santy Sibarani,. "*English Teachers' Strategies In Managing A Large Class At SmpNegeri 4 Kota Jambi*" (S.Pd. Thesis.,UNIV Jambi:2017).

CHAPTER III

RESEARCH METHOD

A. Research Method

This research designed as a qualitative research. This method is also call naturalistic inquiry (Sugiyono) because it studies a phenomenon in the natural way.⁴⁰ Qualitative is used to investigate a problem in order to get clear understanding of certain phenomenon Cresswell.⁴¹ According to Christensen and Johnson, "qualitative research focuses on understanding the 'internal viewpoint' of people and their culture, and this involves direct personal and often participatory communication."⁴² Therefore, the researcher used a qualitative approach to obtain rich knowledge and a deeper understanding from the perspective of the participants.

According to Sukmadinata, descriptive research is research that describe and explains the phenomenon, natural phenomenon or human phenomenon. Descriptive research examines activities, characteristic, change, relationship, similarities and differences with another phenomenon.⁴³

The researcher wants to know about object, such as the nature of the object, the condition of the object, the number of the object, descriptive

⁴⁰ Sugiyono. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. (Bandung: Alfabeta. 2006.) p. 14.

⁴¹ J Creswell. *Educational research (4th ed)*. (Boston : Pearson Education. 2012)

⁴² Larry Christensen, and R. Burke Johnson. *Educational Research (Quantitative, Qualitative, and Mixed Approaches 5th Edition)*. (United States of America: Sage. 2008.) p. 37.

⁴³ Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan*. (Bandung: PT.Remaja Rosdakarya,2012). p. 72.

research is used by which he/she can explain the whole aspect of the object clearly and scientifically (Arikunto).⁴⁴

Brumfit and Mitchell stated that descriptive research was aim at providing as accurate an account a possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place.⁴⁵ This research collect the data analyze them and draw a conclusion base on the data only. Descriptive analysis offer answers to questions about how something happen and who was involved, but not why something happen or why someone was involved. Descriptive analysis provides a detail profile of an occurrence, circumstance or situation used either quantitative, qualitative or a combination of methods.

In conclusion, these researches were descriptive qualitative study. This research was qualitative because the data were in the form of words. In the meantime, the research has been descriptive since the researcher used a descriptive method. This was the explanation why the researcher decide to explain the problems face by the English teacher in the classroom in SMAN 7 South Bengkulu and explain the problems face by the English teacher in the classroom.

⁴⁴ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: RinekaCipta. 2006) p. 25.

⁴⁵ Christopher Brumfit, and Mitchell Rosamond. *Reserach in the Language Classroom*. (London: Macmilan Publisher Ltd) p. 11.

B. Subjects of the Research

There are two English Teacher who teach class X at SMAN 7 South Bengkulu.

C. Technique and Instrument for collecting Data

For qualitative research, the researchers itself was the instrument, so the researcher was have the theory and specific insight into what was be study. To order to gain a deeper understands of the research topic, the researcher was used some data collection techniques at the same time, (Sugiyono).⁴⁶ Therefore, there was two techniques used in this research namely observation and interview.

1. Observation

An observation was the instrument of collect data which is uses to organize individual behaviors or the process of the activity observed in real situation or simulation (Sudjana).⁴⁷ This instrumentation was aim to get data of the teaching learning process.

Through observation, the data collected was in the form of observation cheklist. This research was used to track behaviors or events related to the management of the classroom. This consists of explaining learning processes in the classroom. In this study, the researcher chose the evaluation of the sample. It was form of

⁴⁶ Sugiyono. 2006. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta. p. 15.

⁴⁷ Nana Sudjana. *Pengantar Penelitian Pendidikan*. (Jakarta: Bina RupaAksara. 2005) p. 109.

observation in which the writer was directly involved in the actions of the objects being study. Susan in Sugiyono report that the researcher watch what people was do, listen to what they was say, and engage in their activities.⁴⁸

In addition, the researcher in the observation was being a passive participant. This means that the researcher presents an action on the scene, but does not interact or participate (Sugiyono).⁴⁹ The observation cheklist guideline for the teachers is presented below:

⁴⁸ Sugiyono. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, danR&D)*. (Bandung: Alfabeta. 2006) p. 311.

⁴⁹ Sugiyono. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, danR&D)*. (Bandung: Alfabeta. 2006) p. 132.

Table 1.1
Grid of observation list

No.	Research Variable	Component	Indicators	Items
1.	English Teachers'	a) English Teaching and Learning Process	As a guide or reference	
		b) Role and Teaching Style of the Teachers	Style of the teachers'	
2.	Classroom Management Strategies	a) Skills of Classroom management	a) Organization b) Rule c) Communication	7,8,9, 10,21, 18 19,20, 4,5,6, 16,17
		b) Teaching Strategy of the Classroom	a) Get set up b) Make the room attractive c) Set the rules of the classroom d) Be enthusiastic about the lesson a) Be fair to the students	1,2,3,11,12 13,14,15, 22-32

2. Interview

According to Miller P. G and Strang, Miller P. M, "an interview is an information gathering technique in which the defining feature is the presence of an interaction between the

interviewer and the interviewee”.⁵⁰ The interviewer prepared the interview protocol before conducted the interview. The study used his personal interview. Specific interview focuses on the individual teacher, which means that the researcher interviews one by one the English teacher.

Table 2.1

Grid of Interview list

No.	Research Variable	Component	Indicators	Items
1.	English Teachers' and Classroom Management Strategies	a) Skills of Classroom management	a) Organization b) Rule c) Communication	1,2,3,4, 5,6,
		a) Teaching Strategy of the Classroom	a) Get set up b) Make the room attractive c) Set the rules of the classroom d) Be enthusiastic about the lesson e) Be fair to the students	10,11,13 14, 7 8,9

3. Documentation

Arikunto (1998: 236) said that, documentation is a method to looking for data by using record, transcript, document, magazine, newspaper, agenda, and etcetera. And based on Sugiyono documentation is a record of events that have passed. Documentation can be text such as; diaries, biographies,

⁵⁰ Miller P. G, Strang J, Miller P. M. *Addiction Research Methods*. (New Delhi, India. Blackwell Publishing Ltd. 2010).

regulations, policies, picture and so on.⁵¹ In addition, the documentation can also be composed of images such as:

Table 3.1
Documentation List

No	Types Documentation	Yes	No
1.	Record		✓
2.	Transcript	✓	
3.	Document		✓
4.	Magazine		✓
5.	Newspaper		✓
6.	Agenda		✓
7.	Diarie		✓
8.	Biographies		✓
9.	Regulations		✓
10.	Picture	✓	

D. Technique of Data Verification

According to Moleong, qualitative research, there's a common technique that is usually used to increase the research data validity. This technique is call triangulation. Triangulation is defined as technique of collecting data by combination of some difference information of collecting data and some difference of data source. The aim of

⁵¹ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta. 2013.) p. 329.

triangulation is to increase one understands of whatever being investigate.⁵²

Miles and Huberman define triangulation as a neartalismanic method of confirming findings.⁵³ Denzin in Miles and Huberman distinguish triangulation by data source (which can include persons, times, places, etc.), by method (observation, interview,document), by researcher (investigator A, B, etc.), and by theory.⁵⁴ To this we can add data type (qualitative text, recordings, quantitative). The researcher used triangulation of method by confirming data gained from other technique of collecting the data: observation cheklist, interview, and documentation.

E. Data Analysis

The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman in Sutopo, there were three main components of data analysis.⁵⁵ They were data reduction, data display and conclusion.

1. Data reduction

Not all the data obtained from the research was important. This means that important information needs to be taken and that unimportant information needs to be ignored. In the process of data

⁵² Lexy. J Moleong. *Metodologi Penelitian Kualitatif*: (Bandung: PT Remaja Rosdakarya offset. 2007) P. 330.

⁵³ M. B Miles,. and A. M Huberman,. *Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.)*. (London: Sage Publication. 1994) P.266

⁵⁴ M. B Miles,. and A. M Huberman,. *Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.)*. (London: Sage Publication. 1994) P. 267.

⁵⁵ Sutopo. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif,dan R&D)*. (Bandung: Alfabeta. 2002). p. 90.

reduction, the researcher selected, targeted, simplified and abstracted the data in the observation checklist, and interview. The data reduction is achieved during the study activities. In this situation, the researcher reduced the information during the research activities if the data is unimportant or do not support the data of the researcher required. When the researcher examined teaching practices in the classroom, the researcher identified and concentrated on the management of the classroom.

2. Data display /data presentation

Displaying the data means the data described in the form of a definition or a narrative. As the second component of the analysis of the data, this technique was used to organize the details, description or narrative for the purpose of drawing a conclusion. By display the data, the researcher considered what he/she was does, he/she can analyze or take the other action based on his/her understand.

3. Conclusion of data (verification of data)

The result of the third operation was draw. The result of this study was draw continuously throughout the course of the research. The researcher seems to collect and render his/her observations as he goes along. The researcher writers not only what he/she see, but also his/her interpretation of the observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Research Finding

The research finding consists of the description of the data found. It included the description also the data description related to the what are English teachers' strategies in managing classes at SMA Negeri 7 Bengkulu Selatan.

1. English teachers' strategies in managing classes at SMA Negeri 7 Bengkulu Selatan.

Based on the data found from observation checklist and interview from two teachers' the general findings were each participant explored their answers about English teachers' strategies in managing a class. Based on Paul and Don, cited in Rudiyanto, the researcher grouped questions into three themes that were (1) the organization of classroom, (2) the rule of classroom and (3) the communication of classroom. Based on Brophy and Good in Borden cited in Rudyanto, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include six sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, making

grouping discussion for students in classroom, being fair with the students and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

1. Strategies in Classroom Management Organization

During this stage, there were some strategies used by the participants. They are: lesson plan, the established routine and giving instruction for make students comfortable in classroom.

a. Preparing Lesson Plans Before Learning

This term included into sub-themes emerged commonly in the interview data. In lesson plan teachers must have a structure for a lesson. For this sub-themes, the participants mentioned that they had used this strategy this strategy in their learning process. The following findings showed that the participants used lesson plan strategy;

T1: *“ketika saya melakukan kesalahan pada saat mengajar, saya kembali lagi pada RPP yang saya buat”*

T2: *“Sampai saat ini saya tidak ada kesalahan, karna saya lihat RPP yang saya buat“*

b. Making Well Established Routine in Classroom

The following findings showed that the participants used established routine:

T1: *“pertama yang saya lakukan adalah pemyjukan dari dalam dan luar kelas, kedua saya menciptakan suasana belajar yang menyenangkan dan mencoba menyusun materi yang diajarkan membuat siswa antusias dan mudah untuk menjadi mengerti”*

From the findings above, it showed that teacher still less in drafting the management classroom strategy, because the teachers' not only see it from the readiness in general. Such as: the learning environment both within and beyond the classroom, preparing lesson plan, as well as students and teacher. The teachers tend to only the lesson plan and theories which make the learning less creative.

c. Giving Intruccion for Make Students Comfortable in Classroom

The following findings showed that the participants used give instruction strategy ;

T1: *“saya membuatnya menjadi fleksibel, jadi tidak ada aturan khusus ata strategi yang saya*

buat, misalnya ada yang membuat kebisingan saat belajar saya memperingatkan mereka dan meminta mereka untuk tetap diam”

T2:.. “saya akan meminta siswa untuk menjawab pertanyaan secara bergiliran”

From the findings above, it showed that some instruction like a warn for noise students assignments would made students more enthusiastic in following the lesson and understand the goals which the teacher want to achieve and ask students to be active with answer questions in turn also instruct student to find information of subject matter on internet.

2. Strategies in Classroom Management Rule

During this stage, there were some strategies used by the teachers?. They are: making disciplined, making the room attractive, making enthusiastic, making grouping, being fair with the students and punishment.

a. Making Students Disciplined in Classroom

The following findings showed that the teachers' used making disciplined strategy;

T1: *“acuan pertama saya adalah discipline dalam berpakaian dan mengikuti pelajaran dengan baik”*

T2: *“masuk kedalam kelas dengan tepat waktu, memeriksa kerapian dan kebersihan kelas”*

From the findings above, it showed that the teachers' used the discipline strategy in their rules classroom activity, it means that the teachers thought that the discipline could help the students becomes aware of their assignments and obligations.

b. Making the Room Attractive

The following findings showed that the teachers' used making attractive strategy;

T2: *“saya menggunakan media untuk membuat mereka dapat bereksperimen menjadi lebih mudah untuk memahami . contohnya mereka membuat mini kamus untuk pelajaran vocabulary”*

From the findings above, it showed that the teachers' used making attractive strategy in classroom management rules. In this activity

teachers were use media to make the students interested on the lesson and doing this could produce such students to be more creative, innovative and keep them happy would be a lesson that teachers pass.

c. Being Fair with Students

The following findings showed that the teachers' used this strategy in classroom management rules;

<i>No</i>	<i>Questions</i>	<i>T1</i>	<i>T2</i>
4.	<i>siswa nyaman dengan gaya guru mengajar</i>	✓	✓
14.	<i>Siswa sopan dengan guru</i>	✓	✓
21.	<i>Guru bersikap adil dengan siswanya</i>	✓	✓
24.	<i>Guru diperlakukan dengan hormat di kelas</i>	✓	✓

T1: *'saya tidak membedakan kemampuan siswa, saya akan memberikan perhatian kepada siswa yang memiliki kemampuan berbeda'*

In SMA Negei 7 Bengkulu Selatan, I saw students were quite comfortable with their teacher's teaching style, both teacher 1 and teacher 2, students

were also polite and respectful of their teachers, as well as their teachers always tried to be fair to their students. And then finding showed that the next issue of unifying the understanding of the different students, teachers must be careful in seeing students ability in order to equalize their perception as well as never distinguish students who are smart and poor, this can improve the lack of creative of teachers in organizing classroom management strategy.

d. Giving Punishment to Students in Classroom

For this sub-themes, the teachers' mentioned that they had used this strategy in their classroom management process. The followings showed that the teachers' used punishment startegy;

T1: *“untuk hukuman saya memberikan tugas didepan kelas”*

From the findings above, it showed that both of the teachers' applied this strategy in their rules classroom, the researcher described the opinion of the participants that the'sanction of teachers was not a physical punishment, but

punishment that educate as well as beneficial to students.

e. Making Students Enthusiastic in Learning Process

<i>No</i>	<i>Questions</i>	<i>T1</i>	<i>T2</i>
18.	<i>Guru Memberi motivasi atau nasehat di awal pelajaran kepada siswa</i>	✓	✓

The English teacher also gave reward by said “good” and gave big applause, or gave something. This is aimed to motivate students, in order that the students more active in learning. In interview teacher 1 and 2 said:

T1: Tidak, tapi hanya sekedar kata-kata

T2: Ya saya biasanya memberikan reward, misalnya sebelum siswa mengerjakan tugas saya telah memberikan pengumuman siapa yang melakukan dengan baik akan mendapat hadiah.

3. Strategy in Communication Classroom Management

During this stage, there was one strategy that was used by the teachers’. In general the teachers’ had used same strategies, it was bilingual. The following findings

showed that the teachers' used this strategy in communication calssroom management:

T1: *“saya berbicara menggunakan bahasa inggris, saya harus menerjemahkan bahasa yang tidak dipahami oleh siswa”*

T2: *“komunikasi yang saya gunakan didalam kelas simpel kadang menggunakan bahasa inggris pada siswa, kadang juga menggunakan bahasa indonesia jika ada siswa yang belum paham”*

B. Discussion

1. The English teachres' strategies in managing a class.

In this part the researcher discussed about English teachres' strategies in managing a class. Based on Paul and Don, cited in Rudiyanto, the researcher grouped questions into three themes that were (1) the organization of classroom, (2) the rule of classroom and (3) the communication of classroom. Based on Brophy and Good in Borden cited in Rudyanto, strategies in classroom management organization include three sub-themes, there are; preparing lesson plans, making well established routine in classroom and starting on time. Strategies in classroom management rules include six sub-themes, there are; making students disciplined in classroom, making the room attractive, making students enthusiastic in classroom, making grouping discussion for students

in classroom, being fair with the students and giving punishment to students in classroom. Strategy in communication include one sub-theme, that is bilingual strategy.

1. Organization of Classroom

- a. Preparing Lesson Plans Before Learning

From the findings, it showed that the teachers' used the lesson plan strategy in classroom management. The researcher described the opinion of the teachers' they tend to only stick to lesson plan, but they do not have a backup when there is a mistake in teaching that does not fit with the lesson plan that they create. Later, in their final statements they tend to be conservative in conveying the materials as well as less used of existing media which make students are less understand and interested with the material.

- b. Making Well Established Routine in Classroom

The established routine becomes the second sub themes in the interview data. The established routine means that teachers created a strategy based on procedures. The established routine strategy plays important role in development of classroom organization because could help teachers' to be more successful in effective learning environments based on

Good and Brophy cited in Rudiyanto. For this sub-themes, the teachers' mentioned that they had used this strategy in their learning process.

c. Giving Intruction for Make Students Comfortable in Classroom

Gave instruction becomes the third sub-theme in the interview data. Gave instruction means that the teachers' becomes a leader to the students in the classroom. Furthermore, gave instruction strategy plays important role in development of classroom management organization. In this activity teachers must have instruct students to do something in classroom.

In SMA Negeri 7 Bengkulu Selatan, it showed that some instruction like a warn for noise students assignments would made students more enthusiastic in following the lesson and understand the goals which the teacher want to achieve and ask students to be active with answer questions in turn also instruct student to find information of subject matter on internet.

1. Rule of Classroom

a. Making Students Disciplined in Classroom

To created discipline, the teacher tended to give threatment or warn when there were students who

did not pay attention to the teacher's instruction. The teacher called and even came close to the students who did not pay attention to the lessons or the students who disturb the other students.

This finding support by Larson's theory stated that when a student is disrupting the class, first try some attention moves.⁵⁶ Use direct eye contact or move closer to the student. It is also mentioned by Haddad stated that to control students' behavior, a teacher should stand close by rather than far away. For the students who were in and out without permission, she threatened to release students from class. While the teacher gave punishment to the students who did not pay attention to the lesson by giving warn that the teacher would reduce their score, and also the teacher usually punishes them by giving assignments that are given a time limit for doing them. It can be concluded that the teacher seemed to try to overcome the deviant behavior of students.

⁵⁶ Larson. Jo .Mary. *Teaching English As A Foreign Language To Large, Multilevel Classes*. (USA : Peace Corps, 1992)

In classroom management rules, making discipline is dominant strategy used by teacher, especially in rules classroom. This term included into sub-theme emerged commonly in the interview data. In students disciplined students must have obey on the rules of the teacher. For this sub-themes, the teachers' mentioned that they had used this strategy in their learning process.

From the ' above, the researcher can concluded that rule in class is very necessary because as control and guide in learning, so that in learning could be a maximum and conducive at classroom and also made students be responsibility.

b. Making the Room Attractive

Make attractive becomes the second sub theme in the interview data. Make attractive mean that teachers must work to have an attractive and conducive spaces as well as students could appreciate and enjoy as well as creating a clean and comfortable room for them to learn.

From the above, the researcher can concluded that students tend to be attractive in following lessons, because used media as tools to teach more

make students able to experiment becomes easier to understand. In SMA Negeri 7, Students are asked to be more creative, for example making small dictionaries that they can use to memorize vocabulary.

c. Being Fair with Students

Being fair with students becomes the fourth sub-theme in the interview data. Being fair with students means as a process, act, and how to understand in classroom learners. Being fair strategy is important to determine the students understanding, as a teacher it is necessary for teaching to be fair to all of the students. Do not make differences in them and gave the ones that appear a bit disobedientas much respect as teach give thoe who present themselves respectfully all of time. Because they would all love and appreciate teacher for this attitude of being fair to all students.

From the above, the showed the researcher concluded that some teachers told not differentiate student ability, they give attention to students who are behind in learning, adjust seating position based on the students ability suppose (smart and weak)

combined in one group so that they can exchange ideas then, by looking at the end of students academic results.

d. Giving Punishment to Students in Classroom

In classroom management rules, punishment is the a strategy used to enforce discipline used by teacher, especially in classroom rules. Punishment becomes the fifth sub-theme in the interview data. The penalty was reasonable but it should be educational. That is the punishment of students come to know/ understand about the wrong their have done, without depriving "the limits of humanity."

Punishment is used not to make students afraid, but punishment is given so that they should not repeat the mistake in the future, and this can make students more enthusiastic in following the lesson and also the punishment is not to hard for the students, it means to educate the students, and in addition they get the same lesson material with other students.

e. Making Students Enthusiastic in Learning Process

According to Garret the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson.⁵⁷ Engaging and motivating instruction goes a long way toward eliminating behavior problems before they start. To implement a lesson smoothly, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson.

a) Plan for the necessary materials

Garret stated that most successful lessons draw on a variety of materials throughout the lesson. The teacher used whiteboard when the teacher presented the materials. She used it to explain the material, give instruction and give examples of the material. As mentioned by Garret that boards give students add visual input along with auditory. Whereas, the teacher used worksheet that

⁵⁷ Garret, Tracey. *Effective of Classroom Management*. (Columbia University: Teacher College. 2014)

have been provided by the school book and she made herself when she was giving tasks to the students. The teacher also used textbook and whiteboard to tell the material. It can be concluded that the teacher used different aid and equipment to support the teaching and learning process depend on the activities

b) Giving Instruction

When gave instructions, it was important for the students to check that the students have understood what the students were being asked to do. According to Harmer, There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. The teacher would ask to the students after the teacher told the material. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said “good” and gave big applause, and also usually teachers also gave rewards

in the form of objects such as pens or pencils, to appreciate students who have understood the lesson. This is aimed to motivate students, in order that the students more active in learning.

2. Communication of Classroom

Communication with learner it is the last skill of management. As a teacher, they have to do frequent communication with their learner. It may be either verbal or non verbal communication. In every corner of the classroom, teacher have to capture their attention. It means teacher should keep in touch with their learners as far as they could.

From the above, the researcher can concluded that these points seem to be important to organized the class, teachers' statement of the teachers the class used a simple communication. Whereas of the teachers tries to used English for communication, start with from the simple such as asking, ordering and so on, and then the teacher translates it back so that the students understand.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research was to identify strategies for English teachers in the management of a class. Based on the results of the study, some strategies have been used by the teacher to manage a class. Organization, rules, and communication are in place. First, the strategies in the classroom management organization include three sub-themes; the preparation of lesson plans, the development of well-established classroom routines and the provision of instructions to make students comfortable in the classroom. Second, strategies in classroom management rules include five sub-themes, there are; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication include one sub-theme, that is bilingual strategy.

B. Suggestion

After analyzing the data and making conclusion, the researcher has some suggestions for both teachers and students, in order to make the use classroom management applied keep going improvement. The researcher also has some suggestion to the readers and to the further researcher.

1. For the teachers

Researcher suggests that teachers should be more creative in the used of classroom management strategies, especially teacher communication strategies, in order to make the learning process not boring and more interesting for students. Afterwards, those strategies could be used in learning for teachers who did not know which strategies and media or tools are appropriate to apply.

2. For the readers

The researcher suggests them to suggest the schools they now to develop the quality of the classroom management applied in teaching English.

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