

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the problem statements of a descriptive an analyzing teacher's classroom management in teaching English.

A. Conclusions

Based on the result of the research stated above, the researcher draws some suggestions. The researcher presents the conclusions of the research and provides suggestions for the problem statement of An analysis of teacher classroom management in teaching English at MTsN 3 Kediri.

Based on the results of data analysis and findings about An analysis of teacher's classroom management in teaching English as formulated in chapters I, II, III, and IV. Then the conclusions and suggestions can be drawn, as follows:

Based on the data gotten from observation and interview, it could be concluded that the teacher's apply classroom management to student in teaching English. The implementation of classroom management has 6 aspects. Those are: The areas of responsibility of classroom management, Arrangement effectiveness of teacher management in class, Teacher strategies in managing class in the teaching process, Aspect implementation of discipline, Aspects of factors inhibiting class management dan Aspects of facility settings.

For the areas of responsibility of classform management, in this aspect there are 3 parts. The first is discipline, the teacher applies a form of discipline that

includes student involvement in the form of responsibility, this responsibility includes such as: keeping their desks neatly arranged, helping to organize the learning delivered by the teacher in an orderly manner, conditioning discipline properly, the teacher regulates class order during learning hours and the delivery of effective communication to students. The second is Manage organization in class, teacher create an efficient and effective learning environment. This involves organizing the classroom, scheduling learning activities, dividing tasks and responsibilities among students, and managing resources and learning materials, especially when learning English. The third is Communication, the application of how teachers use various forms of communication, such as oral and the utilization of existing facilities in their learning, to ensure proper understanding of learning, especially in English language materials.

For Arrangement effectiveness of teacher management in class, in this aspect there are 5 classifications.

The first is Implementation physical design of the classroom, the teacher involves thinking about the layout of the room, the arrangement of furniture, the use of student products, lighting, decoration, and the use of technology and media facilities as learning tools.

The second is the teacher sets rules and routines during English learning in class. The rules may include classroom rules, communication manners, use of English during learning, as well as expectations of student behavior. Routines refer to activities that are carried out regularly in the classroom, such as warm-ups, language skill exercises, group discussions, or specific assignments. These

sets and rules aim to create a structured, productive and effective environment.

The third is the teacher applies strategies in classroom management in accordance with the implemented curriculum, applying strategies in classroom management in accordance with the implemented curriculum, namely the independent curriculum. This curriculum includes giving students freedom in learning, so strategies that encourage active participation, collaboration, and problem solving.

The fourth is the teacher keeps students enthusiastic about participating in ongoing learning activities, the teacher keeps students enthusiastic about participating in ongoing learning activities, in the form of a personality approach. With the aim of creating maintaining enthusiastic learning activities for students during learning. The fifth is The teacher attracts and motivates students, teachers are involved in inspiring their students to actively participate in the learning process. Teachers create a positive and stimulating learning environment in encouraging students to be curious, motivated, and eager to learn.

For teacher strategies in managing class in the teaching process, in this section there are 5 aspects, including: the first The teacher's prepare the class before learning begins, the teacher applies monitoring and preparing to students before teaching which includes setting clear learning objectives, organizing materials and resources, setting class rules and expectations, and creating a positive and attractive atmosphere for students, and applying a proactive approach.

The second is the teacher organizes an attractive room, the teacher

organizes the classroom as attractive as possible, conditions the class, and arranges the layout of student seating in the form of rolling student seating once a week.

The third the teacher sets rules in the classroom, the teacher sets clear and fair rules, the teacher helps regulate student behavior, promotes discipline, and creates a positive learning atmosphere with classroom rules.

The fourth the teacher keeps students enthusiastic about participating in ongoing learning activities, the teacher creates an interesting and fun learning environment, uses varied and interactive learning methods, and pays attention to the needs and interests of individual students, and provides rewards as a reference for students' success in mastering learning, especially in English lessons.

The fifth is the teacher maximizes student learning outcomes through the assignments given, the teacher's efforts in maximizing student learning outcomes through the assignments given by several ways of designing relevant and challenging tasks, and using variation tasks in the form of individual, group, or collaborative projects.

For aspect implementation of discipline, teachers apply high and strict discipline rules in managing student behavior in the classroom and at school, especially building discipline towards the teacher himself and students, encouraging responsibility, creating a safe learning environment, facilitating the learning process, and building positive relationships.

For Aspects of factors inhibiting class management, in this section there are 4 classifications including: the first The factors that hinder classroom

management through educators, regarding the factors that hinder classroom management through educators refers to the various challenges or obstacles that teachers may face in managing their classes effectively, based on the results of observation and interview research, there are no inhibiting factors from educators.

The second the factors that hinder classroom management among students, as there is a list related to inhibiting factors originating from students, it exists but its nature is not a fatal obstacle for schools, especially in the classroom. The factors that hinder classroom management that originate from the curriculum, these factors can include a curriculum that is not interesting or relevant to students, a curriculum that is too advanced or too basic for the needs of students. Based on the results of observations and interviews with teachers, there are no factors that hinder from the curriculum, the implementation of an independent curriculum is actually beneficial for educators and students, the fourth The factors that hinder classroom management through classroom dynamics, in this part there are factors that hinder the school, especially the equalization of class dynamics that have not been evenly distributed, such as the equalization of the condition of the facilities in each class that have not been fully distributed.

For Aspects of facility settings, in this section there are 4 classifications including: the first Regulation of technology use, aspects of the use of facilities available at MTsN 3 Kediri are included in the category of meeting standards, as these facilities are utilized in such a way and utilized as well as possible, given the correlation between learning which requires qualified facilities. the

second Comfort and setting. School and teacher collaboration in implementing comfort settings that extend to the emotional and psychological aspects of the classroom environment, such as encouraging a sense of belonging, respect, and inclusiveness among students. By creating a comfortable and supportive classroom environment, educators can help students feel more comfortable, build positive relationships with peers and teachers, and ultimately create a conducive learning environment.

The third is seating arrangement, a method of collaboration between the teacher and the homeroom teacher by paying attention to the rolling seating arrangement of students with the rolling of each student's seat which is carried out once a week, according to the potential of the students and the provision determined.

The fourth placement of students, the role of homeroom teachers and schools determines the change of student placements every semester, taking into account the potential of individual students, the realm of this change has the aim of maintaining a balance in the learning process of students in each class.

Based on the data gotten from observation and interview, the researcher can conclude that one of the facts found is about classroom management through classroom dynamics at MTsN 3 Kediri. In accordance with the results presented above, that classroom management through classroom dynamics includes the contribution of school administration in the form of leveling class development, more specifically the facilities in the classroom facilities provided by the school have not been fully implemented evenly in each class.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, for school the students, for other school and for other researchers about apply management classroom in teaching English. They are as follows :

1. For English teacher

The teacher must maintain consistency in applying classroom management strategy that has been in effect before, especially through a pluralistic approach in learning English. considering that learning English requires several good teaching methods, especially classroom management methods in order to realize effective and quality learning outcomes.

2. For school the students.

This is a suggestion for researchers, namely in the form of contributing to equalization in class design, especially equalizing conditions in all classes, in order to create a school quality entity that can be favored again, for the school itself and the surrounding community.

3. For other teachers.

The implementation of classroom management strategies is very important and beneficial for students, teachers and the school itself. Coupled with the learning methods applied by teachers in the success of all learning, especially English. this matter can improve the skill style in streamlining the teaching process, especially for students can have a similar effect in realizing their learning achievements.

4. For other schools.

The implementation of good classroom management, especially the potential of teachers with good strategies can be used as a reference or motivation for schools. This matter can help the quality of schools with national education standards in Indonesia, especially in realizing human resources for students and school accreditation itself.

e. For other researcher.

It is suggested to other researchers who are interested in the field of the teacher apply classroom management in teaching English, it is recommended to continue and develop research around classroom management, with a larger quantity or with different teachers in terms of methods or approaches in learning.