

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions above, the researcher provided three conclusions in this research, namely:

1. The English teachers who taught at the tenth grade used two types of classroom management strategies. Namely, (1) classroom management prevention and (2) classroom management intervention. Classroom management prevention consist of two parts namely classroom rules and physical environment. While classroom management intervention also consisted of two part, namely cognitive intervention such as using "I" messages and behavioral intervention such as praising desired behavior, ignoring inappropriate behavior and applying consequences.
2. Both of the teachers faced some challenges in managing classroom. They are;
(1) Instructional challenges such as unfinished homework and the lack of consistency in the level of learners' proficiency. (2) Behavioral challenges such as unwilling to speak and noisy learners.
3. Both of the teachers have several steps in implementing the strategies, namely (1) preparation, (2) applying rules and routines and (3) using low profile intervention such as eye contact, hand signal, monitoring the classroom, etc.

5.2 Suggestions

The following are some suggestions addressed to the teacher, students and other researchers, namely:

1) To Teachers

The teachers should apply several types of classroom management strategies in their teaching and learning activities. Applying good classroom management strategies creates effective teaching and learning processes and good communication between teachers and students. Good communication makes it easier for teachers and students to achieve their learning goals.

2) To Students.

It was expected for students to pay more attention to the teachers during the teaching and learning process. Especially in oral activity such as respond the teachers when they asking for opinion/gave questions and asking to the teachers about the material they haven't understood. It could improve the students' knowledge about the material and also students' participation in learning English.

3) To Other Researchers

The researcher hopes that the result of this research can be useful for other researchers who want to conduct the same research about teachers' strategy in classroom management. On the other hand, the researcher also hopes that the next researchers can complete the imperfections of this research.