

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion of the discussion of the findings and the suggestions related to this research. It sums up how English teachers implemented classroom management in teaching English and describes the challenges related to managing the English classroom at SDN 001/IV Kota Jambi.

#### **5.1 Conclusions**

Based on the research findings and discussion, English teachers at SDN 001/IV Kota Jambi implemented four aspects of classroom management. The four components are rules and routines, relationships, interesting instructions, and discipline. In applying rules and routines, teachers have conveyed at the first meeting of each semester so that it becomes their habit when learning English. Each teacher applies two main rules: rules that are carried out to train students' English and rules to maintain students' behavior. In this regard, 3 routines namely general procedures, movement routines and lesson running routines, are specific actions and usually include guidelines on how these tasks should be completed, while the general guidelines are about overall behavior and training students' speaking skills. Then, both participants do thinking routine by giving provocative questions and question-answer activity to the students. In addition, the routine activity is slightly different as English in this school began in phase B, in 3rd and 4th grade. These routine are in writing, vocabulary and reading aloud in phase C.

Second, relationship. There were two types of relationships used to by teachers. Firstly, relationships among students by using team-building activity that called for group discussions to complete a task effectively. Secondly, in teacher-student relationships, the teacher uses a personal approach to be close to the students, such as providing feedback, allowing students to ask questions, providing humor and in outside the classroom, they greet each other. Moreover, in phase C, to build emotional relationships, the teacher creates the space to hear the confiding students before starting the lesson.

Then, in engaging instruction, teachers use several ways to increase students' motivation and interest in learning: They read and say such the teacher speaks the sentence, the students repeat it; relate relevant content to students' daily lives; provide feedback; vary reflection; use online media learning from Youtube, Quizizz, Wordwall, using song, and provide simple notes by participant 1.

The last aspect is discipline. In creating discipline, teachers tended to go to students' desks to prevent misbehavior. Even though they had taken precautions, student misbehavior still occurred in class such as talking with friends, moving to other student's desks. Misbehavior is more prevalent in phase B namely daydreaming, playing with stuff, talking out of turn. While another misbehaviour in phase C is using electronic device to play games. To face this misbehavior, there are 2 main ways for teachers to handling. First, nonverbal intervention with ignoring, hand signals, and proximity. The second, verbal intervention with attention gathers, calling out the name student, reprimand, grab the items and reminder, asking students.

In addition, English teachers have 4 challenges that they face during managing English classrooms. First, communicate in English, which is caused by no English learning in grades 1 and 2 and no vocab reinforcement in the lower grades, which results in the students' lack of basic vocabulary. To overcome this, the teacher do habituation and reminder always to use English in his class. Second, limited facilities. Regarding this problem, each participant has their struggles. In phase C, there is no language laboratory for listening skills and for teachers. Meanwhile, in phase B, there was a lack of projectors as media to display material in class and a lack of dictionaries suitable for lower grades. The third problem is limited time in the teaching process. With a teaching time duration of 2x35 minutes and meeting once a week, there are 3 forms of problems that occur by participants, namely difficulty in pursuing learning objectives during off days by participant 1, time-consuming when preparing equipment in class and lack of student understanding of English by participant 2. The last problem is related to phase C class, Inappropriate use of technology. Students use Google Translate and Google Lens to translate entire sentences without knowing the meaning per word. In

overcoming this, the teacher reflects with students by giving feedback or asking directly to students.

## **5.2 Suggestion**

Several suggestions on related topics have been made as a result of this research's findings, including:

### **1. The teacher**

The researcher has suggested that classroom management conducted by English teachers that is applied in the future is increasingly improved and motivating, and various obstacles must be faced in its application.

### **2. The school**

English teachers face some challenges in managing the English classroom so that it can become the school party to complete the facilities and infrastructure to support good teaching and learning.

### **3. Future researcher**

This research study was about the implementation and challenges of classroom management by English teachers at SDN 001/IV Kota Jambi. For further research, the researcher hopes the next research can focus on the school with English subject lessons from phase A in 1<sup>st</sup> and 2<sup>nd</sup> grade to get a variety of implementations in managing the English classrooms.