

CHAPTER V
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This chapter serves the conclusions of the study and suggestions for the application of classroom management in “ Super Kids 1” level at *Sentra: Foreign Languages* Surabaya. The conclusions are divided into three parts: the conclusions about the teacher mastery in conducting classroom management, the factors that support the application of classroom management and finally, the factors that hamper the application of classroom management.

5.1 Conclusion

5.1.1 Teacher Mastery in Conducting Classroom Management

All subjects in this research, who are teachers of “Super Kids 1” level at *Sentra: Foreign Languages*, have been observed when they were conducting the teaching and learning process. The observations were focused on the teachers’ mastery on the application of classroom management in their classes. Their performance in conducting classroom management was scored based on a set of band descriptors taken from Brown’s *Teaching by Principles*. The result of the final scoring for the teachers is shown in Table 5.1.1 below.

Table 5.1.1
Teachers’ Score

Teachers	Score
Teacher A	3.345
Teacher B	3.95
Teacher C	3.95
Average	3.748333

From Table 5.1.1, it can be seen that the average result was 3.75 and, when it compared to the score range taken from Brown's band descriptor 1 – 4, it was excellent. So, it could be concluded that in general the teachers were quite good in managing the classroom.

In general, the teachers had good preparation. They always prepared the materials before class. They read the materials and prepared the teaching aids like flash cards or games. They could set up all of the arrangements for their teaching and learning process. They knew what they wanted to teach and to do in the classroom in order to reach the goal of the lesson.

Then, in general the teachers also had good presentation. They could manage the lesson well. They presented the lesson smoothly, well sequenced and logically. They always had routine activities in class. They always started the lesson with greeting and some of the teachers had greeting song for their classes that continued with a prayer. It was also done when they finished the lesson. After greeting, they reviewed the previous lesson and continued with the new material. They put the easier material in the first part then continued with the difficult one. The lesson was well paced and the material was presented at the students' level of comprehension.

Related to the method that the teachers used, the teachers used TPR (Total Physical Response) method. They could manage the execution by doing various activities in balance. They used physical and hands-on activity. In order to help the students to understand the lesson easily, the teachers used examples and illustration. It could be flash cards or drawing picture on the white board. Besides, drilling was used effectively, especially for the difficult pattern because related to the intellectual development,

repetition of certain patterns may be necessary to get the brain and the ear to cooperate. Moreover, structure were also taken out of artificial drill context and applied to the real context because it is also related to the intellectual development in which the children are in concrete operations stage.

The teachers had good personality. They always wore shirt and trousers or skirt. Related to teachers' voice, in general, the teachers could manage their voice relatively well. They had relatively loud voice and clear articulation. They generally spoke naturally, just like when they talked to each other in a normal conversation. They sometimes paced their speech when explaining something or giving directions. The students in general could hear and understand them. Besides, they could manage to use body language or non-verbal communication well. They made good use of gestures, eye contacts, proximity, and facial expressions to convey their messages (e.g. to reinforce their explanations, to show their approval or disapproval, agreement or disagreement, to show their feelings of surprise or happiness).

Then, in general the teachers could manage good interaction with the students. The teachers could encourage the students to get participation in class. The class was not only dominated by the teachers, but also involved the students. The teachers did the activities together with the students. The teacher could control the class.

The teacher could manage the seating arrangement. Although in some classes there were no chairs, the teachers still had seating patterns for the students. Most of them tend to use circle and a line pattern. They used circle pattern especially for circle time before the lesson and when the teachers wanted to teach the new material by using flash cards so that every student could see the picture clearly. Then, they used a line pattern

when they explained material by using whiteboard. They also arranged the seating arrangement for the paper and pencil activity so that the students could have interaction among each others.

The teachers could manage to use the whiteboard well in their teaching. They usually used the whiteboard to teach letters or a direction to carry out an activity, new vocabularies, or draw pictures to clarify something to reinforce their explanation.

5.1.2 Factors that Supported the Teachers in Conducting Classroom Management

There were some factors, which support the teachers in conducting their classroom management. The first factor is the fact that the chairs and the tables were removable. Since the chairs and the tables were removable, it supported the teachers in arranging the seating patterns. The teachers could move it like what they need. The second is that the classrooms are comfortable. The classrooms were air conditioned and they were designed for children's taste. There were many posters or pictures on the wall. Therefore, the students felt comfortable in the classroom and it supported the teachers in conducted their classroom management. The third is the class size. The classrooms provide enough space to do physical activities.

5.1.3 Factors that Hampered the Teachers in Conducting Classroom Management

There were some factors, which hamper the teachers in conducting their classroom management. The first is the imbalanced number of male and female students in the class. Children tend to mingle with those of the same sex. When there is a significant difference, say there are 5 boys and 2 girls, then the boys tend to work

together and will dominate the classroom. The second is students' attitude. Students' attitude influenced the teaching and learning process. The class where the students were too passive or not communicative hampered the teachers in their teaching process. The teachers had to work hard to persuade them to speak up in class. Of course, this condition made the teachers could not really focus on the lesson. Besides, the class with noisy and rebellious students also hampered the teachers in the teaching process because most of the time was spent by giving them moral teaching. Both of these conditions made the lesson plan could not work well.

5.2 Suggestions

Based on the factors that hampered the application of classroom management that has been discussed above, it is necessary to control the number of students based on their sex so that their number will be more balanced and there will be no domination in the class. Then, for the students' attitude, it is necessary to get the students more involved in class. If the students were too passive, the teachers have to motivate them to speak up and find out interesting activities like role-play or pairwork activities that can attract their attention. Then, if they were too noisy the teacher should control the class and be firm. The teachers can speak to individual members of the class outside the classroom and talk about the problems, or the teachers can make class rules.

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