

## ENGLISH FOREIGN LANGUAGE (EFL) TEACHERS' STRATEGIES APPLIED IN MANAGING ENGLISH CLASS

**St. Zumarotum Mas'ulah**

English Language Education Study Program, Faculty of Teacher Training and Education, University  
of Nahdlatul Ulama Sunan Giri, Bojonegoro

[zoemarotumzoem@gmail.com](mailto:zoemarotumzoem@gmail.com)

**Moh. Zainuddin**

English Language Education Study Program, Faculty of Teacher Training and Education, University  
of Nahdlatul Ulama Sunan Giri, Bojonegoro

[zainuddin@unugiri.ac.id](mailto:zainuddin@unugiri.ac.id)

**Iin Widya Lestari**

English Language Education Study Program, Faculty of Teacher Training and Education, University  
of Nahdlatul Ulama Sunan Giri, Bojonegoro

[linwidyalectari@gmail.com](mailto:linwidyalectari@gmail.com)

### ABSTRAK

*Mengelola kelas bahasa Inggris merupakan tugas yang kompleks bagi guru. Dalam abstrak ini, peneliti akan mengeksplorasi berbagai strategi yang digunakan guru untuk mengelola kelas bahasa Inggris secara efektif. Guru harus memperhatikan berbagai faktor, termasuk tingkat keterampilan bahasa siswa, berbagai gaya belajar, dan tantangan yang muncul dalam pengajaran bahasa asing. Salah satu strategi utama adalah penggunaan berbagai metode pengajaran, seperti pembelajaran berbasis proyek, permainan bahasa. Dengan cara ini, guru dapat membuat pembelajaran lebih menarik dan relevan bagi siswa. Selain itu, guru juga harus memiliki keterampilan manajemen kelas yang baik. Hal ini meliputi kemampuan untuk menciptakan lingkungan yang positif dan inklusif, mengelola waktu secara efisien, dan menangani perilaku siswa dengan efektif. Peneliti menggunakan metode kualitatif, dengan dua peserta/dua guru yang diwawancarai. Selain itu, peneliti menggunakan instrumen wawancara, dan sekolah yang digunakan adalah MTs Al-Yakin Pungpungan.*

**Kata Kunci:** Strategi Guru, Pengelolaan Kelas, Pembelajaran Bahasa

### ABSTRAK

Managing an English class is a complex task for a teacher. In this abstract, the researcher will explore various strategies used by teachers to manage English classes effectively. Teachers must pay attention to various factors, including the level of students' language skills, various factors, including the level of students' language skills, various learning styles, and challenges that arise in teaching foreign languages. One of the main strategies is the use of a variety of teaching methods, such as project-based learning, language games. In this way, teachers can make learning more interesting and relevant for students. Apart from that, teachers must also have good classroom management skills. This includes the ability to create a positive and inclusive environment, manage time efficiently, and deal effectively with student behaviour. The researcher used a qualitative method, and two participants/ two teachers were interviewed. And also the researcher used instruments and interviews, and the school at MTs Al-Yakin Pungpungan.

**Keyword:** Teachers' Strategies, Managing, English Class

## INTRODUCTION

English is one of the most widely spoken languages in the world and is the official language in many countries. It has become a global language, used as a means of communication between people of different nationalities, cultures, and

backgrounds. The importance of English lies in ability to connect people and provide a common means of communication. When now speak about English many people explain about it. In today's world, where globalization is becoming increasingly important, proficiency in English is becoming essential for many careers and industries. In Indonesia, English emerges as the first foreign language. As Dardjowidjo (2003, p. 57) (Christina, 2003) said, English in Indonesia "has never been considered an official language coexisting with the national language," and English is "the first foreign language." This in line with Rini (2014, p. 27) who stated that a lot of people speak English in Indonesia, but English stays as a foreign language.

Throughout Indonesia, in a formal school, English is taught as a foreign language. It is applied in both junior and senior high schools as a compulsory subject. English is taught in those schools in the teaching-learning process which encompasses the four English skills, i.e. listening, speaking, reading and writing. From all teaching and learning procedures, including the English teaching and learning process, classroom management is needed (Reski and Aswad 2018). Management of the English classroom is a form or support for the efficient and effective activity of the English teaching and learning process. A good classroom management surely will affect the student achievements in understanding the lesson. Brown (2001:192) points out that one of the key steps in an effective teaching and learning system is the management of classrooms, which involves an array of factors ranging from the physical organization of the teacher in the classroom to the production of energy in the classroom.

Teaching English can be rewarding and challenging profession that requires a strong command of the English language and effective communication skills. There are many different approaches and techniques for teaching English, depending on the level of the students and their goals. One of the most important aspect of teaching English is understanding the language itself, including its grammar, vocabulary, pronunciation, and usage. A teacher must be able to explain these concepts clearly and effectively to their students, while also modelling correct usage and providing opportunities for practice. Effective English teaching involves creating engaging lesson plans, developing strong relationship with students, and providing ongoing feedback and support. You may use a variety of teaching strategies and resources, including textbooks, multimedia materials, and language software. Overall, teaching English is a rewarding and fulfilling career that requires a combination of language skills, communication abilities, patience, flexibility, and passion.

Classroom management influences the process of teaching-learning, including classroom English (Pandang, Hajati, and Aswad 2019). Nunan (2000: 189) says that the management of the classroom plays an important role in the teaching and learning process. In addition, Nunan (1990: 10) states that classroom management refers to the actions, activity and communication of the student during the course of the lesson,

which is coordinated and monitored by the instructor in order to allow the teaching to take place as effectively as possible. Burden and Byrd (1999: 162) state that classroom management refers to actions and strategies used by teachers to maintain order in classrooms. Furthermore, Burden and Byrd (1999: 163) state that classroom management focuses on the establishment and maintenance of a workable system for classroom groups rather than on ways of detecting and punishing misbehavior, resolving behavioral disorders, or capturing the attention of individual students.

In general, classroom management refers to how a teacher regulates and controls students movements, behaviour, and interactions during lessons (Habibi et al., 2018). The teachers task in the classroom is to create the conditions in which effective learning can occur (Khan, 2011). To make learning effective, a teacher must have the skills to manage the class. that can to be done through positive attitudes, intentions, teacher personality, and good relationships between teachers and students. (Bugis, et al. 2018). It also requires certain organizational skills such as task organization, learning organization, and engineering.

Implementation classroom management and strategies, the effective classroom management is essential for creating a positive learning environment and ensuring that students are engaged, motivated, and able to learn to their full potential. Controlling a class can be a challenging task. Each student has a unique attitude and behaviour, and one cannot be dealt with in the same way as the others. An inattentive, chaotic, and undisciplined classroom is the worst nightmare for any teacher. As such, apart from teaching the required lessons, teachers must also adopt strategies that can keep everyone's attention on the lesson and enable them to comprehend what is being taught. Classroom management that used by the teacher can influence students' paradigm regarding to the importance of English. English teacher are challenged to able to manage the classroom, including creating and maintaining of the optimal learning conditions (Aswad et al.2019).

Because classroom management is an important feature of curriculum, research on the implementation of classroom management has attracted many scholars to conduct research in that area (Clunies-Ross et al., 2008; Kennedy & Thomas, 2012; Oliver & Reschly, 2010). Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and socialemotional learning (Evertson & Weinstein, 2006; Oliver & Reschly, 2010). The inclusion of classroom management within the roles required of teachers has been and will continue to be vitally important although instruction in classroom management has been identified as a core part of teacher preparation in a curriculum policy. CluniesRoss et al. (2008) and Kennedy and Thomas (2012) have written that teachers should be seen as communities whose opinions, arguments, suggestions, and conclusions must be considered. Teachers therefore play important roles in determining the success of students and classrooms. For teachers to create effective

and efficient teaching-learning appropriate to the needs of their students, the classroom situation must include a skillful system of students' task behavior (McIntosh et al., 2006).

By Eveyik-Aydn, Evrim, Kurt, Gokce, Made, and Enisa (Cevallos & Soto, 2020) on classroom management (2009, pp. 612-617). The study objectives were to research the relationship between teaching styles and beliefs, as well as how a Turkish EFL teachers ideas about classroom management related to her actual teaching methods. The assembly the participating teachers general ideas about classroom management were interactionist orientations on instructional and people management, while having interventionist ideas on behavior management, according to the calculations made based on her scores on each dimension of instruction, people, and behavior management. Its opinions on the value of the learning environment in a classroom for effective instruction were reinforced by the observation, which revealed that the participating instructor was kind and friendly with her students in an effort to foster a laid-back and non-threatening learning atmosphere to encourage participations.

Based on the observation in the MTs Al-Yakin Pungpungan, at 15 february 2023, the research regarding to classroom teaching management the condition in the class, lack of interest in learning English, this is another common problem with children face when learning English. So because that many students feel sleepy. And some students said that English is difficult, learning English is very monotonous. In generally, students not like learning English because English is boring lesson. And the researcher observe that school, there are student not respect when the teacher explain. Maybe, because of the lack of the teaching strategy so, that students do not respond to their teachers. and the lack of material also can give effect student to lazy listen. The result of observation, according one of the teacher who has been teaching English, she has had various experience related to teaching English with students who have different backgrounds, both in terms of economics, social, and the culture. The research question is : 1) How do EFL Teachers do classroom management during teaching and learning process?; 2) What strategies are applied by EFL Teachers in teaching and learning in the class?; 3) What are the challenges and obstacles faced by EFL Teacher to managing the classroom?.

## LITERATURE REVIEW

One of the most important skills that teachers should have in teaching and learning process is the ability to manage the classroom. Marzono (2003), stated that the most important role of teachers among the others roles is as a manager. Teachers should be able to manage classes well 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.

Classroom managements strategies could be defined as the methods and processes through which a teacher controls their classroom environment so that student learning prevails because student misbehaviour is effectively minimized and redirected. Classroom management is a collection of strategies and techniques used by a teachers to create of effective and orderly learning environment in the classroom. The goal is to manage students behavior, maintain discipline, and create conditions that support a productive learning process. It involves various aspect such as classroom settings, classroom rules, responses to students behavior, and the use of appropriate teaching techniques. Success in class management ca contribute signivicantly to the effectiveness of learning in the classroom.

According to Allen (2010), Classroom management is complex set of skills that includes much more than being able to influence and control students behaviour, there remains an overall impression that classroom management is primarily about discipline. In line with this, McCreay (2013) stated that classroom managements are the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success and learning. Thus, classroom managements is a set o skills that teacher should mastered in order to maintain the class in a very positive and discipline that eventually leads students to success in teaching learning process.

Management can be defined as the process of planning, organizing, leading, and controlling resources (human, financial, and material) to achieve organizational goals and objectives. According to (Hasibun 2020). Management is a science and an art regulate a process of utilization of resources and other sources effectively and efficiently. And according to (Kristina and Widyaningrum 2019). Management namely coordination of all resources through the planning process, organizing, manpower regulation, direction and supervision to achieve predetermined goals.

Classroom management is intended to create conducive learning environment for students so that the learning objectives are achieved effectively and efficiently. When the class is interrupted, the teacher must try to overcome them, so that the class condition can be conducive and teaching and learning process can run smoothly. The general objective of classroom management is the provision of facilities for a variety of learning activities of students in the social, emotional and intellectual in the classroom.

An effective behavior modification system within the classroom often includes rewards. Students are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Larson states that by recognizing and rewarding good behavior, teachers provide motivation for the students to improve their social skills (Larson, 2003, p. 19). Those students who prefer intrinsic motivation enjoy praise, personally challenging projects and accomplishing educational tasks just for the love of learning. An extrinsic approach requires more tangible rewards such as pencils, erasers, stickers and sometimes candy. The type of

reward given to students must be fair and consistent for all students but also must vary for each task.

## **METHOD**

The researcher employed a qualitative approach to carry out this study. According to Creswell, qualitative is employed to go further into a subject and provide the researcher with a clear knowledge. An individual phenomenon. Research method can be interpreted as a scientific way to obtain valid data with the aim of being able to find, to develop, and to prove certain knowledge so that in turn it can be used to understand, solve, and anticipate problems in the field of education (Sugiyono, 2013).

The primary research instrument for this study was the researcher herself because it was conducted using a qualitative study. Additionally, the researcher will do both an observation to gether information about the management of EFL classes. The intention is to gain a deeper understanding of the situation under examination from the participant's viewpoint rather than the researcher's. in this study, individual previous materials are all describe using the qualitative technique.

The instrument of this research was employed observation and interview. First instrument is observation conducted by observing the teachers of strategies managing in the English class. And the secod instrument is interview, in this section the researcher just use two teachers/ or two participant, to get the data. The researcher give the question and the teachers answers it. Than the researcher make video or audio to give more the data.

## **Data Analysis Technique**

In analysing the data, the researcher used the technique the qualitative data analysis technique. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and enable presenting the result to others. After collecting the data, the researcher listened to the rcdoring from interview while writing transcription to make the researcher easier to read and re-read the data founded. Since the researcher hade taken a note while doing the observation, the researcher could directly re-read the observation note.

### **1) Observation**

The daily process of EFL strategies applied in managing English class in MTs Al-Yakin Pungpugan will be observed. The goal is to understand the situation under investigation primerly from the participants' and not the researcher's perspective. The qualitative method is also used in the research to describe events of individual interviews, focus group, observations, and review of exiting documents. The study utilezed interview, observations, and document review, as the instruments the data collection. According to Patton (1990), an interview is a data collection method which an interviewer (the researcher or someone working for the researchers). In research, observation is defined as the watching of behavioural patterns of people in certain situation to obtain information about the phenomenon interest Creswell ( 1994).

According to Johnson and Cristensen (2008), documentation includes anything that is written, photographed, or otherwise recorded for certain purposes.

## 2) Interview

According to Sugiyono, interview is meeting of two people to exchange information and idea through and responses, outcoming in communication of meaning about certain topic. Whilst Had Stated that interview can be defined as a method of data collection by using question and answer undertaken unilaterally by systematic and based on the objective of the inquiry. There are three types of interview. There are (a) unstructured interview. In concluding this type of interview, the interviewer does not need to prepare the systematic plan of question, (b) structured interview. In this second type of interview, the interviewer must ready the list of questions that will be asked to the object of interview before making it, (c) semi structured interview. The interviewer uses a set question which is developed to obtain particular information. When the interviewer found interesting or important answer that emerge unexpectedly from the object of interview, the interviewer can develop the planned questions that have been set up.

The type of interview that the researcher used the second type, structured interview. The researcher gained it with the EFL Teachers after the teaching-learning process was done. The researcher had told to the teacher before joining the classroom observation that she would also talk in interview with them. So, meeting of the classroom observation. The interview was the strategies used and also cross check the data that the researcher had gotten from the observation to ascertain that the data from the observation were really valid.

## FINDING AND DISCUSSION

### FINDING

#### 1) Observation result

This part, to find out the strategy teacher for managing the english teachers. The research used two administered/ two teacher interviews for two participants at MTs Al-Yakin Pungpungan. In interview process, the researcher used open-ended question with consist of six question and distributed two teachers and will be explained descriptively by researcher.

After doing the classroom observation, the writer found that the teacher did not use pause too long in her speech (appropriately around one until five second). It might be said that the teacher already mastered the materials of learning. Although she used pause in her speech, she asked things that related to the materials to the students. It meant that she involved her students in the way of her teaching to show student center method. She used more questions

to ask certain materials to the students than gave statements. In addition, she always gave opportunity to the students to ask some questions or to ask the meaning of difficult words that they did not know. She explained the materials fluently to the students with simple explanations and it would affect the students in understanding the material easily. There was no hesitance in her teaching style. It also indicated that she highly mastered the vocabulary as one of the tools in EFL classroom setting. Through that, it can be said that the teacher used the time allocation effectively in order to avoid the time wasted in explaining the materials.

To gather the data the researcher did observation to see how the EFL teachers manage the class studying teaching and learning process, the explanation will be explain as follow; The observation did twice, the first observation on 29, july 2023, and the second observation on 01, August 2023. The explain will be explain that; every morning the student was reciting in the mosque. After recite the students enter in the class to begin the lesson, before studying the teachers give the motivation to the students, give the character study and greeting to the students. For the make class attractive usually the teacher make a several groups.

Grouping the students The instructor used the classification to develop the vocabulary of students. The teacher used a different way in each meeting or class when grouping the students. The teacher mentioned as follows: (I generally divide the students on the basis of their ability. Sometimes I prepared lottery that includes the subject, numbers, speech part, and so on. Then the students chose the lottery that I had prepared before. The other way I used to group the students is by numbering and combining the list of students). Based on the above results, the instructor grouped the students to develop the vocabulary of the student. The teacher used some forms to organize the students to accommodate a large class. For example, the teacher used

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## 2) Interview

The data were collected from the interview, and based on the interview from two teachers. The researcher give question;

*"What are the strategies applied by English teachers to manage the lessons?"*

Based on the four interview English teacher responses, the researcher will show

severals participants answer samples about the teacher manage the lesson stated bellow:

*"R.1 : "One, the first one I didn't immediately give the learning material that day, the first thing is that I went to ask each other's students. Then I repeat or ask the material that was discussed last week, than after that I started the learning*

*"R.2: "Usually I start the class by saying greetings and asking questions of the students. Than discuss a little about the matter from last week (review the material), asking about the material has been covered but they haven't understood. Answer questions from students if they are there. Than explained the material today, and after that, it gave me an assignment".*

The results of interview were contained by researcher in appendixes with codes: R1 and R2. According to the participants stated above the teacher have different strategies but, there must also be a strategy that greeting the students first.

or others, because every teacher has different strategies. Based on the interview, the respondents has the same strategies for delivering the lesson. The despondence used review the material before begin the new lesson, and give the the greetings to the students. The teachers also preparing the lesson before enter in the classroom, like prepare the model, the lesson until prepare the mental for confront students.

Controlling the students The way students can be monitored is to observe and monitor them from all sides. Through eye contact and his expression, the teacher guides the pupils. The argument of the instructor is as follows: (When I taught the content, not only did I stay in front of the class, but I also walked around the room) In teaching the EFL, not only did the teacher remain in front of the class, but the teacher also walked around the class to monitor the class during the learning process. Sometimes to monitor the students, the teacher even remained in the middle of class.

Based on the interview, we knew that for

a. Whilst teaching

To find out the strategy teachers applied in the classroom, every teacher have strategies in the class, based on the observation the researcher found that teacher In the class have different strategies. The teacher used questions to known the strategy. The question is:

*"Do you have specific / effective strategy applied in English Foreign Language (EFL) classroom?"*

All the response about specific strategy in the classroom had been present on expendixes by following codes; A1, A2, and others. The answering are;

*R.1 : "Yes, in seventh class, they still like to play, they are still carried by their elementary school days. And still like to play, it's not effective when full-on learning English is full of material. Usually if class is not conducive because the last hour is prone to the students, sleepiness, I'm crowded, and*

usually I takes ice breaking for example”.

R.2 : *“Yes, first I set the learning objectives of the EFL, create learning plans, look for material references, and understand the material in depth. Usually I also make a group for conditional the students, so that students are also not monotonous when given lessons. With once that students are not easily bored when the class.*

*“What rules do you use in the learning process ?”*

R1 : *““yaa I have special rules in my own class, so sometimes make my students did such kind of complain “Mrs why I have to talk ?” yaaa*

*this is my rule the student have to talk at least 1 or two sentence in a simple question. I ask them one by one for example : “hi how is it going?”*

R2 : *“yes, I have rules when learning takes place. When I’m explain the material, students are advised not to leave the classroom even go to the toilet, unless the situation is urgent. Beside, for student who have not completed their assignment and who have not fulfilled the target of memorizing vocabulary, they are not allowed to take the exam. That is the rules in my class”.*

*“How do you create an exciting and conducive classroom atmosphere ?*

R1: *“mmm I think for me yaa, I’ll do such kind of icebreaking and then I try to catch students attention by giving them simple question or picture for example, yaa something like that. I think this method will be attract them to talk and to give students attention”.*

R2 : *“before I started learning process, I give them brainstorming by providing videos, pictures, that related to the material, and also giving some questions to get students attention”.*

As the teacher 1 and 2 stated that they did such kind of icebreaking or brainstorming before do the main activity of the lesson. They explained that giving brainstorming for the students trained students to get attention for the teacher. Students’ good attention contributed positively to their activeness in the learning process.

b. Post teaching Next to question about the how the teacher closing in the classroom, of course every teachers has its own way to end the learning as done by responsiveness. Next the researcher write question several respons from responsiveness as follows:

*“How did the teacher closing in the lesson?”*

R.1 : *“When it’s over, the students often forgets, so usually I ask To summarize, and than I ask the reader. My principle is that the pupils should understand, not remember, if you understand, you will understand of course yaaa,. Then I ask the material that has been discussed if there are questions or not. And than I discuss a little lessins to come. I don’t forget to give motivation to my students; after that pray, and I close the lesson with prayer.*

R.2 : *“heheh, spacing in general closing a missing class, yes, I will give motivation to keep the spirit up tholabul ilmi, because the child is growing up it will need more motivation and also the drive and th most orphanage is*

*praying sis.*

From the observations, the teacher is activating the students in the last part of the teaching and learning process. The teachers re-asks the students about the materials delivered before they do exercises or tests. She often does oral test, quiz or even written tests to measure students' understanding. The main goal is made students more active in speaking activities after understanding the materials. It might be said that activating element as the evaluation for the students to catch the portion of materials. The detail activating activities in the classroom.

2 What are challenges and obstacles faced by EFL teacher to managing the classroom? To find out kinds challeng and obstacles faced by English Foreign Language (EFL) teachers.

**a. Noisy class**

The researcher observed, there are still some obstacles. Where the teacher teaching everywhere really found the obstacles, whether that from students or the limitations of the school facilities and infrastructure. If we discuss the obstacles in the class are clear, including; the class that noisy and others. Next the researcher write question several respons from respondence as follows: "About the obstacles how you can handle the noisy class?"

*R.1 : "Usually I give warnings three times, apart from that I take firm action to stop the learning. I took this action so that the children would think not be repeat it again when class started. But I didn't prolong the problem because if it lingered on in a situation like that it would be good for the children and my self too. Wasting time, because coming back again in my opinion is not purely the children's fault, the most important thing is that the children know where their mistakes are and the same goes for my shortcomings, therefore I close the case and return to the next lesson."*

*R.2 : "Actually it's easy mbak, if I just glance my my children's eyes. My children's has been silen heheht. Namely is sign language. But, usually the place or lay out of the chair and table also affects noisy class. may be we can distance from other friends can reduce noisy. Usually I also encourage student to create quiete class for example such as reading, writing, or do working groups."*

**b. character students**

If you ask about obstacles, what obstacles the teacher feels to his students, or obstacles when teaching in the course are very many, that the researchers find obstacles that exist in the class, namely the character of the child is different, so this is the task of the teacher how to align the obstacles. the below is the question.

“How do you respond to the different characters of the students’ ?”

R1 : *“yes, I think it is very interesting experience as a teacher,because I have to face so many students characters in different background, habit, and then some student calm. It is the challenging one as a teacher to faces students character, for example the calm student that’s my opportunities to stimulate him or her to talk active”.*

R2 : *“yaa as a teacher, I have to be able to place myself. For example, I have to act decisively on students who really have the character of rebels, and I have to act more subtly on those who lack confidence, the point is that I have to be fair, and that fairness does not have to be the same”.*

The results of interview, the obstacle in classroom can be occurring as a problem for the teacher in order conducting learning activities. It needs comprehension in order to understand the scope of the problem itself. In the contex that the students are motivated and engaged in the task on learning is taking place. The situation may trigger restless behavior on the teacher’s and students personality, lead to confrontation because the teacher may interpret the student’s lack of willingness to participate as an undisciplined.

## DISCUSSION

In this part, the researcher will present the discussion after getting results of this research. The researcher was known the results after doing analysis of the data. By doing the data analysis, the researcher was able to know strategy management applied in EFL class that had been done by the teachers of MTs Al-Yakin Pungpungan.

1. How EFL teachers do classroom management during teaching and learning process

The result from explanation in the findings, it can not be neglacted that strategy is very importance and urgent to the manage the classroom. This can looked from the observation, data, and interview. That every teacher has a strategy in classroom. The result research me same with research by Syarifah (2016). From the two stated that students have positive perceptions of the learning strategy that the teacher has done in class. it is also found by Kadriye Aksoy (2015).

The goal of the research was to identify the management techniques used by teachers in EFL classrooms. The fact that organizing a classroom is not easy process to undertake, and most teachers believe it to be challenging because they must deal with student conduct, manage the time, and organized class.

According to the explanation and findings of the 1 research question , the researcher can identify that strategies, that teacher have strategies to manage the classroom. The researcher found that strategy applied in the class are; the teacher applied strategy like, give greeting to the students, and as a teacher must prepare the lessons and etc. same with research by David (2011:18-19), and Brown (2001:113) that strategy refres to the methods or techniques used to help the students learn effectively,

and help the teacher teach effectively. According to David (2011:18-19). Explanation that strategy is a means that is carried out together with long-term goals to be achieved. According to Brown (2001:113) strategy are specific method of approaching a problem task, modes of operation for achieving particular and planned design and manipulating certain information.

Based on the result above, the research was in line with some study such as Syarifah (2016), Kadriye Aksoy (2015), David (2011), and Brown (2001). Who the research about the strategy in the classroom. Then every teacher has the strategy supported by Syarifah (2016).

2. What are challenges and obstacle faced by EFL teacher to managing the classroom. There will be program found on every classroom in this world. According to Wright (2005, p. 8). Because sometimes things don't work as well as they had planned. There may be many reasons for this, but the one that many teachers find most difficult to deal with is , when students fail to cooperative. The result explanation in the findings. The researcher found that the noisy class. noisy class very disturb and the obstacles which effect the most in the classroom. But the noisy class can still be accompanied by using their own strategy. Back to the teacher how the manage the english class, because everything is concerned.

The teacher may have difficulty executing learning activities in the classroom due to the obstruction. Understanding is necessary in order to comprehend the magnitude of the issue. The setting in which the students are there is motivation and engagement in the learning process. This circumstance may cause agitated behaviour in both students and teachers, which could because the teacher can view the student's lack of cooperation as a call to participation out of character as an impulsive action. The most important is this. Occur in the classroom, as this issue calls for the creation of common. Opinion on foreign language education and instruction in the classroom. Numerous classroom management issues faced by teachers working in other cultures.

Based on the result above, the research was in line with some previous study such as an interview

3. How EFL teachers do classroom management during teaching and learning process.

The management in the classroom the researcher found that ; Seating arrangements are actually utilized to facilitate movement patterns for teachers and students alike during lessons or for specific norms like how pupils answer questions. However, the fact that this classroom's seating arrangement is based on a traditional design with benches for two students reviews some insight. Based on Wright research on the Hitchcock and Hughes concept (2005, p. 62) discussion how physical architecture and usage of space affect classrooms life.

The result from my research same with the research by Eyik-Aydn (Cevallos & Soto, 2020) on classroom management. Classroom management is very important also considered by Indonesia government. In which the classroom management has been

confirmed by the minister of education in the MoNE Decree (2013. No 65). Classroom management is the process of creating and maintaining a productive learning environment within a classroom.

Based on the result Based on the result above, the research was in line with some previous study by Eyik-Aydn (Cevallos & Soto, 2020). And supported by MoNE (2013. No 65). That is about management in the classroom.

## CONCLUSION

All instructors should be able to manage their classrooms effectively because they are the ones in charge of the environment. Based on the what was observed, the EFL teacher's approach to managing the class at MTS Al-Yakin eight grade, based on the chain of events in the classroom, such as place, time, engagement, and participation, includes setting up the scene, how the EFL material was used, how the room was decorated, how the chairs were arranged, establishing procedures (and then carrying them out, changing them, and reintroducing them) creating rules, and informing the students of those rules.

These are all crucial components of classroom management, and it was discovered that this school operates differently from others because many extracurricular who supports to be more thriving and teacher learning space spaces in every classroom. Academics and Islamic moral principles. The English message delivered by the teacher participates in the process of teaching and learning. The eight grade of MTS Al-Yakin Pungpungan's EFL teacher's teaching methods are including grouping, pairing, working alone, keeping an eye on activities, scheduling time. The difficulties in the learning process that are revealed and how to get over them using the case.

The difficulties that were encountered in this study's instance during the learning activities. Noises, disobedient pupils, and students who sit in the back row are issues that disrupt teaching and learning. Can interfere with the teaching and learning process; as a result, the teacher made the strongly decide that this is a warning to keep's the class's activities going in the direction of the effect of students' bad behavior. Additionally, the research included the management of the EFL classroom with regard to suitability in managing the EFL throughout the classroom, taking necessary, preventative, and therapeutic measure addressing students misbehaviour in classroom.

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