TEACHERS’ STRATEGIES IN MANAGING ENGLISH AS A FOREIGN LANGUAGE CLASSROOM

(A Case Study of EFL Large Class on the Eight Grade of SMP Negeri 1 Karanglewas)

A THESIS

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DEDICATION

I dedicate this thesis to:

My beloved parents

My beloved fiance

And to all people who encourage me in English Education
MOTTO

“Do anything you wish to do, be anything you wish to be”

“Think differently”
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

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The writer realizes that this work is still far from perfect, constructive criticism and suggestion are welcome to make this work.

Finally, may Allah always blesses us. Aamiin

Purwokerto, 30 Juli 2012

Writer
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ABSTRACT

A Case Study entitled Teachers’ Strategies in Managing English as a Foreign Language Classroom at the eighth grade of SMP Negeri 1 Karanglewas, revealed the teacher’s strategies in managing EFL large classes, as well as the benefits and challenges of the strategies for the teaching learning process. This study also concerned with the students’ perception towards the classroom management strategies applied by their teacher.

The study was based on three major areas of classroom management proposed by Emmer and Evertson (2006) and Haddad (2006): physical environment, psycho-social environment, and managing and monitoring activities. The study was also supported by other previous researches regarding classroom management.

The participants of this study were an English teacher as the main participant, and 32 students as respondents in questionnaire. The data, which were collected and analyzed through triangulation researcher and triangulation data sources: observation, questionnaire, and interview to achieve validity, showed that the teacher used traditional seating arrangement. She employed middle discipline rule to manage the students’ behavior. Rewards and feedback were used as psycho-social strategies to create a positive teaching learning process. She tended to vary the teaching learning activity and the monitoring. In addition, most benefits concerned the students’ motivation, engagement and participation in large class. On the other hand, the challenges were misbehaved, showed-off, or cheated students. Moreover, the students agree that their teacher’s classroom management strategies are very important in teaching learning process.
Teachers' Strategies in Managing English as a Foreign Language Classroom

(A Case Study of EFL Large Class on the Eighth Grade of SMP 1 Karanglewos)

Yang dipersiapkan dan disusun oleh

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