

## HOW DO IN –SERVICE ENGLISH TEACHERS ENACT CLASSROOM MANAGEMENT STRATEGIES IN EFL CONTEXT?

**Kardi Nurhadi\* Devi Nur Afrillia\***

\* Universitas Wiralodra, Indramayu, Indonesia

### Article Info

**Keywords:**  
*Classroom  
management  
strategies, EFL  
context,  
Teachers’  
experiences*

### Abstract

*Despite myriad of studies explore how the teachers enacting classroom management, there is scant literatures that investigate how the EFL teachers’ experiences while they were engaging classroom management. To fill this gap, this study report the teachers lived experiences in classroom management situated in EFL classroom. Grounded in narrative inquiry design, this research provided critical incidents or moments how the teachers engaging in classroom management. Three English teachers participated voluntarily in this study. Data were derived from semi structure interview to capture the teachers lived experiences enacting classroom management. Drawing on the thematic analysis, three emergent findings are reported here. First, the participants showed that the importance of classroom management strategies in EFL context, and they told about the main goals of classroom management strategies. Second, the participants told that the the most difficulties in managing classroom relate to the classroom situations and overactive students. The authors asked the teachers' feelings when they are teaching in the classroom Third, The findings implied that the teachers need to consider a wide range of factors in classroom management include organizing the physical design of classroom, negotiating the rules and class activity, building emotional relationship between students and teachers and building students discipline.*

Corresponding Author’s email:  
kardi.nurhadi84@unwir.ac.id

## INTRODUCTION

Teachers play significant role in managing classroom. The way teacher assists the students determines the success of the teaching learning process. In this study the teachers need to have teacher Pedagogical competence. It means the teachers should have the competences how to manage the classroom, cover the understanding of participants students, design and presentation weighting, evaluate study results, and develop their class for effective teaching and learning. Classroom management is consistently identified as an important factor in student learning Marzano & Marzano (as cited by Garret, 2014). Classroom management is needed in every teaching learning process, including in English classroom. Some of teachers have witnessed the fact teachers have many problems to manage their classroom. It can be from the teachers themselves or because of the students. The teacher should have strategies to solve their problems.

An increasing interest in classroom management was provided by the recent studies in the past few years (e.g. Postholm, 2013; Wahyuni, 2016; Nagler, 2016). For the example study by Postholm, (2013) revealed that in his study he talked about the aim of classroom management is twofold. The first is to establish a quiet and calm environment in the classroom so that the pupils can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the pupils' social and moral development. During an early phase, classroom management focused on pupil behavior and discipline, and was rooted in a behaviorist understanding. The findings show that several factors and conditions influence classroom management: the self-understanding of teachers and their mindfulness, the multicultural classroom, behavior management, lack of knowledge on classroom management, knowledge of physical and social context, rules, relations and commitment, person-centered versus teacher-centered classroom management, an ecological perspective on classroom management and classroom management in connection with motivation and learning.

Wahyuni, (2016) reported that the teacher belief classroom management as the key success in English language learning. Drawing on the findings, this research emphasized that classroom management is crucial in language learning as it determine students for preparing to learn. The discipline procedures and strategies implemented by English teachers are verbal or non-verbal cues and warnings, establishing class routines, changing teachers' attitude to routines, punitive behavior management, and conference with students, behavior plan and positively reinforced behavior management strategies and administrative intervention

Nagler, (2016) revealed that the teacher should provide a conducive classroom which allow students to develop their appropriate behavior patterns. This study also report that there was a wide range of classroom situations for different contexts and situations. This study implied that feedback is needed by the teacher from their peers in order to create a meaningful learning in classroom.

Despite a surge of research interest in exploring the students behavior in the classroom over the past years, scant attention has been paid to the exploring how EFL teachers manage their students behavior situated in Indonesian EFL classroom. Adopting narrative inquiry, this study seeks to fill this gap by investigating how English teachers overcome students' behavior and enact the strategy in classroom management.

Driven by Müge Tavil and Sariçoban (2017) classroom management has a play crucial role in the process of teaching and learning as it determines effective teaching and effective classroom. Müge Tavil and Sariçoban (2017) argued that management cannot be declared to be teaching itself, however, it is part of foundation of teaching since previous studies indicates that the more classroom is managed effectively, the better for creating effective teaching learning process. Following Müge Tavil and Sariçoban, this study report on exploring how the teacher enact the strategy of classroom management situated in EFL context.

### **Classroom management**

Brophy (as cited in Garret, 2014) describes classroom management as all the actions teachers take to create and maintain an environment conducive to learning. Characterizations and definitions similar to Brophy's may be helpful with respect to broadening one's conception of classroom management. Marzano, Marzano, Pikerling (2003:13) argue that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Strategically and purposefully addressing each of these areas helps teachers create and maintain an environment conducive to learning. There are five strategies of classroom management:

a. Physical design of the classroom

The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on.

b. Rules and routines

Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible. Kassing (2011) argue that an English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching-learning process as interesting as possible in order to engage students in learning . In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English.

c. Relationships

Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

d. Engaging and motivating instruction

Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

e. Discipline

Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

## METHOD

This study uses narrative inquiry design. Connelly & Clandinin (2006), argue that narrative inquiry presents a way of thinking about experiences which entail a view of the phenomenon. Barkhuizen, et al (2008) argues that narrative inquiry in language teacher education aims to understand the experiences of teachers in the particular context in which they teach.

Three English teachers (1 male teacher, 2 female teacher / 25 – 30 years old) were recruited as the participants in this study. The data were derived from semi structured interview. Barkhuizen et al (2014,p.17) argued that in semi-structured interviews researchers use interview guides as resources to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing theme. The interview lasted 30 – 40 minutes for each participants in Bahasa Indonesia since they felt comfortably shared their experience in native language. The collected data were all transcribed and some Indonesian data were translated into English. Member checks were also done several times in order to ensure the accuracy of the data as well as to avoid misinterpretation. Data were qualitatively using thematic analysis by Braun & Clarke (2006) and the data analyzed by the authors through the followings:.

1. Familiarizing the data: The researcher transcribed data from interview then the researcher read data until the researcher got familiar.
2. Generating initial codes: The researcher made the sign in codes occurring in the data which related to the purpose of this study by coloring the codes. It eased the researcher to analyze the data in the next stages.
3. Searching for themes: The researcher grouped the codes which possibly belonged to the same theme in order to make it easy to analyze.
4. Reviewing the themes: The researcher review the following themes unsure whether the themes are most appropriate. If not, the researcher will remove or replace the themes.
5. Naming the themes: After analyze data the researcher found three themes about junior high school teacher perception of classroom management strategy: (1) Teachers' experiences of classroom management (2) The condition (3) Strategies. The themes are name as representation of its following sub-themes.
6. Producing the report: The researcher reported what had been gained from this study

## FINDINGS AND DISCUSSION

Drawing on the data from interview, three emergent themes were identified: (1) classroom management was key for the teaching preparation, (2) the students attitudes were varied, (3) the teaching materials were crucial to attract students

### Theme 1: Classroom management was the key for the teaching preparation

#### Excerpts 1

*“The teacher must be able to manage the class because the key to success of the teacher is the class settings.” (Participant 1)*

*“In my opinion, the meaning of classroom management is as to how the way the teachers to achieve the goals. Basically, the teachers should know how to organize the class well for the example managing time, managing students.”* (Participant 2)

*“In my opinion classroom management is how to manage the condition of the students so that they can learn comfortably.”* (Participant 3)

In excerpt 1 participant 1,2, and 3 stated that the teachers should be able in managing the classroom because classroom management is the key of success in teaching. Classroom management is the behavior of teachers as an effort to create and maintain classroom conditions that allow students to achieve learning goals to achieve learning goals efficiently or allow students to learn well. Saricoban (as cited in Widodo et al, 2017) argue that effective teaching can be provided by effective management. Drawing on the teacher excerpt, it is implied that they need to create a conducive classroom before the teaching learning process.

All of participants also told about the main goals in classroom management based on participant 1, 2 and 3:

#### Excerpts 2

*“The main goal of classroom management I can make the students to achieve the good”* (Participant 1)

#### Excerpts 3

*“Yes, it is very important, what I said earlier, the teachers going to class without classroom management will be less prepared so the teachers must be aware of the importance of class management.”* (Participant 1)

The data indicated that classroom management was crucial to create learning situations for effective teaching. This finding corresponded with the previous research that a good classroom management enables to create classroom situations for effective teaching and learning (Müge Tavil and Sariçoban, 2017)

### **Theme 2: The students’ attitudes were varied**

#### Excerpts 4

*“Yes, I have experienced. I feel like the students are not so good with vocabularies so I maximize the possibility of entering the strategy if basic does not support and it will be difficult”* (Participant 1)

*“Yes, there are in grade 7 but I have to be patient because they are having bad difficult and they are do not understand either. For the example, the small thing if I am correcting the task's the students and they are always gathering on my desk, I ask what do you want? they say they want to see, even though they are told to sit down but they did it repeatedly, maybe they are still kids. And our input is small, so it must be averaged, the process must be correct, our input should be better.”* (Participant 2)

*“For now, there are not difficulties, maybe about the students have lack vocabulary” (participant 3)*

Learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002:2), challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

#### Excerpt 5

*You know it, It is very different in the center of the city. The students will be easier to understand because basic vocabulary is very well. Like a machine just need to stay the starter because the basic is already understood meanwhile in here is a big zero here.....” (Participant 1)*

Another difficulty arises in cases where the necessary background knowledge is missing. According to Saricoban (as cited in Widodo et al, 2017) social environment of a learner affect his or her behaviors in the classroom.

#### Excerpt 6

*“Actually, the most difficult thing when teaching is conditioning, I feel many difficulties in organizing, but because I have a strategy on how the students can remain calm in class. For example like doing things firmly if the students do things that are considered impolite. Because there are many students who are less interested in English, it will be difficult except if the students who like in English and it would be better for me to teach English.” (Participant 1)*

*“The most difficult thing in the context the classroom management is students who are very active, active in here is not meaning in studying but active others such as they are not want to be silenced and so on.” (Participant 3)*

One of difficulties in classroom management coming from the students who did not to be quiet. When the teacher asked to sit down but they did not listen to the teacher. This finding implied that the teachers need to solve students’ inappropriate attitudes before the teaching and learning.

#### Excerpts 6

*“When I teach, I really enjoy it even though there are many naughty students and difficult to manage, but when holiday came and I do not have a class, I feel like losing a student, but if I come to the class sometimes I got pissed.” (Participant 3)*

Excerpt 6 indicates that both the participants feel enjoy in teaching learning English. The first participant felt that teaching was always enjoyed because he thought the can share his knowledge to the students, before he teaches the students he will teach to the family first. The

second participant felt that teaching English always made them happy since it enabled her to explore a wide range of knowledge from the university. While, the third participant said that she enjoyed the teaching learning though sometimes certain students made any naughty behavior in learning. This finding supported by McPhillimy (1996) who argue that a number of issues were addressed in classroom management such as asking permission to the rest room, made a noise, playing during the class and refusing the teacher instructions.

Despite challenges and difficulties managing the classroom, the participant said that they were happy since it was part of their job in which they could grow personally and professionally in particular how they manage students' behavior and attitudes

*Excerpts 7*

*"When I reach the scores that I want I will feel happy but I feel sad when the students got bad scores in English. I teach as much as I can teach so that students feel comfortable in the classroom."* (Participant 1)

*"I felt excited when my students enable to achieve their goals and understand the materials. Frankly speaking, I felt satisfied when my students get a successful in learning "* (participant 2)

*"Maybe if I think I feel happy when there are smart and diligent students"* (participant 3)

*".....Because there are so many students did not know about English, so at least the students can tell stories as like the other schools"* (participant 3)

### **Theme 3: The teaching materials were crucial to attract students**

In teaching students, teachers need to develop their competencies and techniques in teaching. The number of subjects that must be mastered by the teacher makes the teacher apply the strategy from day to day students feel bored and even lazy to learn English. This has an impact on reducing the learning achievement of students. As a teacher, must be good at managing the class; make a teaching learning to be interesting and fun for students. Saricoban (as cited in Widodo et al, 2017) stated that successful classroom management does not draw a picture of class in which all the students sit their desks and does not just listen to teacher while copying all the instructions down. Conversely, effective classroom management is to provide involvement and motivation, which facilitate a fruitful learning environment. In other words, classroom management is teacher strategies to enhance an effective learning environment. Marzano, Marzano, Pikerling (2003:13) argue that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Strategically and purposefully addressing each of these areas helps teachers create and maintain an environment conducive to learning. There are five strategies of Classroom management:

a. Physical design of the classroom

Marzano, Marzano, Pikering (2003:13) argue that the physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on

Wolf- Gang & Glickman (as cited in Widodo et al, 2017) argue that The teacher should sets rules. The teacher gives some rules in the class so that the teacher manage the students easily. For the example teacher make rules before start studying the class should be clean or arranging the chairs. In this case, participant tries to arranging the chairs. The seating position is through a discussion system, the chair is in a circle position. This position has many advantages. The teacher can see his students work together with his friends. Students can also see their teacher clearly. As for the group position, it can make the teacher easier to talk to students individually or in groups. By knowing the students' character, a teacher can design the most effective seats plan.

Excerpt 8

*"I always use a discussion strategy so I will re ranging the chairs. The purpose to create a groups mix smart children and children who are not smart."*(participant 1)

Excerpt 8 reported that group discussion students must have ability in sharing the knowledge or information that they know about togetherness. According to Garret (2014:13), one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. From the findings above, it showed that the participants used the making grouping strategy in classroom management rules.

b. Rules and routines

Marzano, Marzano, Pikering (2003:13) argue that teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

As a teacher, the teacher should prepare teaching materials well. Like preparing lesson plans, classroom management strategies. If we prepare the class well the class atmosphere will be chaotic and will be difficult to manage. The following data gives evidence of perception of high school junior teachers:

Excerpt 9

*"It must be for me to prepare teaching materials, especially I new material, as always. For example tomorrow new material I feel like have to prepare lesson plan"* (participant 1)

*"Yes, I bring the lesson plan, if from the start I will definitely have to prepare well but even though there is already a lesson plan means that when I teach there are still lacking, for the future must be able to cover up to make it a little bit perfect. If there is a class in the material, because sometimes I forgot to deliver the material. Then in another class, if I forgot teach some material I will give it."* (participant 1)



*“Of course I have to prepare, It is important every class and material is different so I have to memorize the material for example grade 7a about what time is it but the others class are still greeting.” (Participant 2)*

*“Yes of course, minimal a small note.” (Participant 2)*

*“Yes of course, I will prepare teaching material because preparing lesson plans for the teacher is very important as our direction in order to manage the classroom well..” (Participant 3)*

From interview above explained the teachers should prepare the material before they teach the students. Participant 1 told that he has to prepare the material, sometimes he bring the lesson plan. But he had concern even though he followed the lesson plan there were still lacking. Participant 2 and 3 are also same. She thinks prepare lesson plan is so important for the teachers. As asserted by Richards and Bohlke (2011: 35), planning a lesson before teaching is considered essential in order to teach an effective lesson. It means by having a lesson plan, a teacher is able to manage his time, effort and resources efficiently. Furthermore, lesson planning can be good if it is developed well through a combination of techniques, activities, and materials without ignoring perfect balance for the class.

The teachers revealed they are using some languages in English subject to teach the students. Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language.

#### Excerpts 10

*“I prefer English because in English I must use English language, but because the background is far from the city, if I use English, then the students don't understand, because their the personality and their background of parents, etc.,(Participant 1)*

*“In fact, I always tried to use English, even though I translated the difficult one, but I cannot be like Mr. M, he is good, he often uses English. I have a problem if I use English it will be difficult. Because class 7 is still lack in English, it will not connect to what I am talking about so I translate little bit to Indonesian, but at least using Indonesian may not use Javanese.”(Participant 2)*

*“I am teaching English I teach them using English, at least in introduction, but English is a foreign language in Indonesia, we also use Javanese or Indonesian because of consideration I am using three languages because they are not accustomed to using English yet. They do not quite understand.” (Participant 3)*

Kassing (2011) argue that an English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching–learning process as interesting as possible in order to engage students in learning. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English.

In participant 1 revealed that the use Indonesian helps the students in understanding the teachers' explanation. Participant 1 and 3 is using admitted that the use of Indonesian and Javanese makes the students clearer in understanding the material in English learning.

Participant 2 showed that she tried to English in teaching learning, but she is still difficult to teach English by English language because she teaches at 7 grade which is in grade 7 is still difficult to understand English.

c. Relationships

Marzano, Marzano, Pikering (2003:13) argue that Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

The relationship between teacher and student in the teaching and learning process is a very determining factor in the success of the learning process.

Excerpts 11

*"I am always close to the students. I do not have distant with students because it is familiar as a teacher and child. Must be respect each other. I asked to the students "if outside of school, you may be considered as a father, uncle, if at school you have to call me as a teacher and you are a student, do not let me say things disrespectful, which makes a bad relationship between teacher and student. Even if you grow up being an adult, you can keep good relationships between teachers and students. So sometimes in other class, the students got jealous with my class I teach" (Participant 1)*

*"I am too close to the students, so the students sometimes are naughty to me. Not like Mr ... He has his own charismatic, meanwhile, I am too open-minded, if there are female students kiss and say hello mom, good morning, so I can't adjust the distance. I want to set the distance, but it's very difficult. Perhaps, I can adjust the distance when I'm angry. So the students understand when I'm angry, but if I'm not angry I'm very close to the students" (participant 2)*

*"The relationship between me and the students is very good, so in addition to the class I am so close with the students, for example, I have students number so if there are some students who do not understand..." (Participant 3)*

Getting to know students is a good step in the learning process towards achieving goals and makes it easier to establish good relations with students. Marzano (2003:13) argue that effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

d. Engaging and motivating instruction

Marzano, Marzano, Pikering (2003:13) argue that effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

After conducting teaching learning the teachers gave some motivation to the students. Marzano (2003:13) argue that engaging and give the motivation is effective managers develop

instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly. So that the participants gave the motivation:

#### Excerpts 12

*“After teaching I gave motivation. I share my story when I was in college. The students here are accustomed to listening to motivational tales, so if I don't do it, the students will ask me, for the example, when there are students who are late, I will say to the student in the old days I walked to go the school, because if I didn't walk, I wouldn't go to school there are so many obstacles. Start from a bad road, and the school was so far. So I tell stories that can build students motivation.”*  
(Participant 1)

*“Of course, especially in the student's family problems because in here mostly broken home, divorced, they are not living with his parents. I gave motivation very often, but every time I come to the classroom, I always give motivation, because here most parents are not in the home, just stay with grandma. Sometimes divorced parents are also used to it, so if there are students who really wants to go to school is so amazing, I really appreciate their efforts.”* (Participant 2)

*“Of course, every time I came to the classroom, I always give motivation that studying is important for the future”* (participant 3)

Excerpt 6 showed that as the teacher should know motivation is one of important thing in classroom management. Emily (2011:4) state that intrinsic motivation is appeared from students personal such as their comfort, happiness and interest. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves. It means motivation is the one of important thing in classroom management strategy.

#### e. Discipline

Marzano, Marzano, Pikering (2003:13) argue that discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

#### Excerpts 13

*“I have many strategies it's not just one, sometimes using I am using scientific, sometimes I use threat strategy. To be honest, if the students are difficult to manage, I use threats strategy forcedly for the example I asked the students "if you do not write, I will give a low score!" it is difficult just to write, especially in 9th grade. Then I will give some advice after class finish”* (participant 2)

Excerpt 13 revealed that participant 2 use threats strategy to force the students study. Dunbar (2004) argue that “inappropriate behavior should be followed by consequences rather than punishment” . When there is a student who disturbs other friends or misbehaves in classroom, warning is the simple way to handle the students than punish them. As an effort the teacher in overcoming the problem students do everything slowly in doing the assignment, the

teacher also provides guidance to these students both during class hours and when outside class hours. The teacher always opens time for all students who are will ask at other hours, and first the teacher approach students to ask why students do that. So the teacher can find out the students' reasons do the deed. When the teacher knows the cause in a manner surely students behave like that, then the teacher can more easily in providing direction to overcome these actions.

Classroom rules are rules made so that the learning process in the class can take place in an orderly and smooth manner and manage the behavior of students from things that can interfere with the learning process.

#### Excerpts 14

*“My rules are flexible, but when the students did not do the assignment I gave then I will give punishment. The punishment must be done even though the assignment not must be correct because by doing the assignment the students automatically studying.”* (Participant 1)

*“I said at the beginning I used physical punishment in the form of a pinch, and I did not use abusive with students...”* (Participant 1)

*“I often give bending, like a push-up, the students do not do their task about procedure text. I asked the student to bring foods and then practice how to make. But the students did not bring it, so I told them for the male to push up and female bending.”* (Participant 2)

*“I never punish physic students, but I am using words. What is the bad word punishment called? Oh ya verbal punishment. So that's why I gave a sentence something like bad words to the students because in here if the students only used physic punished, like the student's ears pulled out, the students is same and they will do same things so I gave them a rather unpleasant feeling and verbal punishment.”* (Participant 3)

Maag (2001) argue that punishment is consequences received for the students negative behavior to be disciplined. Flora (2004) argue that that the way to reduce perceived need punishment and the way to reduce illegal and disruptive behavior is to increase reinforcement for achievement. Participant 1 and 2 showed that if the students do not do the tasks the teachers give. They will give some physic punishment. Meanwhile participant 3, he will give verbal punishments, he will say something like bad words to give punishment to the naughty students. Teachers do not punish the students if they are following what did the teacher says, so that's why the teacher give punishment. If the teacher do not give punishment, the students will not care about it and will think that it's okay to do that because there's no bad consequences from it. For example, a student, he didn't finish his homework and his teacher did not take actions about it, so he will continue to not finishing his homework and will keep procrastinating in his entire life because it will a habit for him.

In this case all the teachers used model interacting model. The basic principles of the model are stated as follows by Wolf- Gang & Glickman (as cited in Widodo et al, 2017). First,

students and teacher should share the responsibility of control. The teacher should engage the students during the learning - process so that the students could be active in the classroom. Second, a teacher sets the rules with the help of the student input. Third, initial focus is on behavior followed by the emotions of the learners. Forth, emphasis is on individual differences of the students. Fifth, the teacher allows some time for students to control behavior, but she or he decides at last. Sixth, types of intervention are consequences and class meetings.

## CONCLUSION

Drawing on the research findings, this research was addressed three emergent themes regarding classroom management in EFL context including: classroom management is key for the teaching preparation, the students attitudes were varied, the teaching materials were crucial to attract students. This finding implied that teachers have a number of roles in classroom management in particular the most crucial role as a manager as they determine effective teaching and learning. In order to create a fruitful learning, the teachers should provide a fun and joyful situations for students. For students, it is imperative that they should responsible on what they have done in learning and keeping their attitude and behavior well. Additionally, the teachers need to consider a wide range of block learning in which hamper students' psychological aspect such as punishment. To build a closeness of communication and relationship with the students, it is suggested that the teachers should provide a time to hear their problems and suggest for the possible solutions. Although this research has captured a wide range of aspect in classroom management situated in EFL classroom, further researcher need to explore another aspects of classroom management with broader context and participants'.

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