

CHAPTER V

CONSLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendation based on the answer of the research questions stated in the first chapter. The first part presents the conclusion which is drawn from the previous chapter related to the teacher's classroom management style, classroom management strategies, and the students' responses toward the teacher's classroom management. The second part presents the recommendation for EFL teacher, and other researchers for future studies.

5.1 Conclusions

This study was conducted to figure out the EFL teacher's classroom management style applied in teaching English, and the students' responses toward the teacher' classroom management style. In regard to the question, it can be concluded that the EFL teacher dominantly used the authoritative classroom management style followed by authoritarian, laissez-fair and indifferent classroom management style. The teacher applied high levels of classroom control and showed high levels of relationship with the students.

Knowing the classroom management style is important because it helps the teacher increase the ability to address unsuitable behavior which, if it is ignored, may turn into something more serious. Moreover, the finding indicates that the teacher applied those four classroom management styles depending on the learning situation and learning objective.

Based on the data, it is found that the teacher did the activities such as establishing rules, providing feedback, giving rewards, managing seating arrangement, and monitoring the students' activities. Managing the classroom is beneficial because the classroom is the environment where the students can practice their language. The teacher is the person who has responsibility in the class.

Moreover, in term of the second question, it can be concluded the students gave positive responses toward the authoritative, authoritarian, laissez-fair and indifferent classroom management styles that the teacher used. The students'

responses showed that the teacher has a sense of humor that makes them feel close to the teacher. The teacher also builds a good relationship with the students inside and outside the classroom activities.

5.2 Recommendations

The present study proposes some pedagogical implications that may be beneficial for EFL teachers and further researches. The first recommendation goes to the EFL teachers. It is possible for the teacher to apply a variety of classroom management style depending on the learning situation. The second recommendation goes to those who are interested in researching the teacher's classroom management. First, as the present study only focused on the small number of participants, this study recommends the further researchers to conduct the study in the same area with more participants. Second, this study also recommended further researchers to conduct the study investigating the effect of the classroom management styles used by the teacher toward the student's learning.

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***ANALYZING AN EFL TEACHER'S CLASSROOM MANAGEMENT IN A PRIVATE JUNIOR HIGH SCHOOL IN
BANDUNG***

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