MANAGEMENT STRATEGIES USED IN A CLASSROOM FOR STUDENTS HEARING-IMPAIRED AND CRIPPLING STUDENTS

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Abstract

This study aims at investigating classroom management strategies used by an English teacher to manage English class in special education. This study was conducted in SMALB Negeri Salatiga. Participant of the study was an English teacher of the school. Data were collected through classroom observations and semi-structured interviews. Data were analyzed and described qualitatively. The finding showed that the teacher used four classroom management strategies, i.e. Organizing Strategy, Teaching Management Strategy, Teacher-Student Relationship Strategy, Teacher Sanctions and Rewards. All strategies were used consistently during the observations. However, the number of occurrences of each strategy was different based on what happen in the classroom. During the observation, the teacher mostly used teacher-students relationship strategy to maintain a good relationship with the students, and organizing strategy, specifically norms and routines for building English atmosphere, improving students’ English skills, and developing good character. This study could be useful for English teachers in special schools in deciding which strategies to use in certain circumstances based on students’ needs.

Key words: classroom management strategies, exceptional children, special education