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ELEMENTARY SCHOOL TEACHERS’ CLASSROOM MANAGEMENT STRATEGIES

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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Elementary School Teachers’ Classroom Management Strategies

Yoki Yohandi

Abstract

This study searched for the strategies used by teachers and the reasons behind the use of the strategies in elementary school context. This study purposes were to find the strategies which commonly used by teachers and the reasons why they use the strategies in their classes in teaching and learning process. This study was conducted in 2016/2017 academic year. Qualitative research procedure was used in this study. Two teachers from Sekolah Dasar (SD) Kristen Satya Wacana became the participants for this study. Classrooms observations and interviews for further data from the teachers were done to collect the data for this study. The data analysis shows that the use of L1 and classroom rules were the most common strategies used by both teachers in their classrooms to manage their classes. The reasons behind the use of the strategies consisted of; students’ behaviors, students’ achievements, students’ moods, teachers’ beliefs, and inclusive classroom setting.

Key words: Classroom management, strategies, reasons to use the strategies

INTRODUCTION

Classroom management is one of important components in language teaching which has significant role in the success of teaching and learning process. Brewster, Ellis, and Girard (2002), point on “three main areas” in “classroom management”, which are “creating and maintaining motivation, maintaining classroom control and discipline, and organizing learning activities” (p. 218). These main areas are the reason why classroom management is needed by teachers to achieve successful teaching and learning process. Observations of the classes are necessary since the teachers are able to gain supporting details of classrooms backgrounds and students’ characters in order to make the strategies suitable for the classes.
In elementary school contexts, classroom management has to cover the significant characteristics of young learners there, which are different from other kinds of learners. According to Cameron (2001), young learners show higher enthusiasm and want to gain interests from their teachers in learning (p. 1). However, she also mentions that young learners are also lost their interest and motivation faster than adult learners when they find difficult tasks (p. 1). If the teachers are not able to maintain the young learners’ motivations and interests with appropriate classroom management strategies, the possibility of teachers to lose their control of students is significantly high since they do not have certain rules or agreements they have to obey in the classrooms. This is why teachers in elementary school have to be able to design classroom management strategies which are able to maintain students’ enthusiasms, behavior, interests and motivations at the same time in classrooms.

The areas mentioned by them somehow can be related to my experiences in my teaching practicum site. The feedbacks I got from English teachers there mostly noted about the importance of classroom management in the classrooms and the “three main areas” mentioned by Brewster et al. (2002, p. 218) due to motivation, control, and discipline issues. The most notable examples of the issues noted in the teaching feedbacks are the control of classrooms and students behaviors. Based on them, I have begun to question how the teachers are able to choose their strategies and use them successfully. The curiosity occurred when I remember my observations to the classes there and compare it the feedbacks.

In this study, I put my interest in elementary school because this study is also a follow-up for my teaching practicum experiences, especially in classroom management strategies. Research questions for this study are “What are the strategies used by teachers in elementary school for teaching English in primary context?” and “What are the reasons influence elementary school
teachers’ in choosing classroom management strategies in classroom management?”. Based on the research questions, this study aims to discover the strategies used by teachers in elementary school contexts and the reasons why they use the strategies for their classrooms. Through this study, I hope that anyone who has interest in teaching, especially in elementary school to design their own classroom management strategies in classroom management through the findings from this study. Anyone who has curiosity in teaching is welcomed to familiarize themselves with how classroom management strategies are made through reasoning in the teaching and learning process and able to design their own strategies through it as well.

LITERATURE REVIEWS

Classroom Management Definitions

Classroom management is a vital aid for teachers to maintain students’ behaviors and gain control of classrooms. According to Marshall (2003, as cited in Walters & Frei, 2007, p.13), classroom management refers on how the “procedures, routines, and structures” of the classrooms are done by the teachers as the part of teachers’ responsibilities in classrooms. Being responsibilities of teachers, classroom management determines how successful they are through how the use it.

Classroom management definitions may vary depends on the experiences of experts, teachers, or the people who have interest in classroom management. Dodgson (2016), explain that definitions of classroom management may be variative, starting from “giving instruction”, “transitioning” one lesson to the next stage, “motivating and engaging learners”, to be centered “…on discipline and class rules”. These definitions are possibly are also what we think about classroom management every time we hear about it.
Classroom Management Strategies

No matter how well the teachers’ classrooms management designs are made, the teachers have to prepare their strategies to execute the designs. According to Oliver & Reschly (2007), Teachers’ skill in managing their classrooms have important roles in “…achieving positive educational outcomes” (p. 1) from the teaching and learning process. This is why classroom management strategies are needed in any teaching and learning process where the classroom management designs are need to be executed. Here is some common strategies that used by teachers, which in this context is English teacher, to manage the class:

Classroom Rules

Classroom rules can be considered as one of strategies that has significant role in classroom management strategies. According to Brewster et al. (2002) classroom rules are “list of Dos and Don’ts” that students and teachers have to applied in classrooms (p. 221). Both teachers and students have to know about anything they should do and do not in classrooms. The rules have to be rational for students since students prefer to work in a “reasonable and consistent” “boundaries of acceptable and unacceptable behavior” that can explain their positions in classrooms (Brewster et al., 2002, p. 220).

Beside to be used as tools to control students, Classroom rules also have to be used as a way for students to be taught about moral lessons of any acts they have done and should be able to support them in daily life. According to Dunbar (2004), the rules that will be designed by the teachers should be able to “…encourage positive behavior” and “supports a concept of consequences for inappropriate behavior rather than punishment” (p. 3).
Basically, classroom rules looks like a guide for students to consider how they will act in the classrooms and the teachers have role to make sure how to keep it rational, reasonable, and consistent and also make them flexible to follow the class dynamics that involve the change of the classroom situations that make teachers have to adjust the rules so they can be keep applied in the classrooms.

Use of First Language (L1)

First language (L1) is usually used by teachers to control the class in order to keep the classrooms organized according to teachers’ plans whenever necessary. Cook (2001) confirms there are many possibilities of the use of L1 as classroom management strategies (p. 415). First, he mentions about the possibility of L1 is used whenever students see teachers’ instructions as a “word of pages” rather than the instructions themselves in order to confirm that students understand the instruction by using L1 (pp. 415-416). Second, he also mentions that teachers may use L1 to warn the students when any intolerable acts of students occur in class and need the use of L1 to gain natural personal contacts from students about their acts (pp. 415-416).

In some cases, L1 helps teachers to manage the classes to make sure they run on time and help teachers make their instructions to be understood faster by students. According to Liu and Zheng (2015), “using L1 can help them efficiently explain language points and grammar, thus helping the class move easily” which helps teachers in term of time management in the classes (p. 2348). According to them as well, L1 also helps students to “…understand instructions quickly and easily” (2015, p. 2348) so the classes will run orderly and on time as well.

Based from those explanations, it can be assumed that the assistance of L1 can be use as the key to help the realization of classroom management strategies maximization in classrooms.
By using L1, teachers are able to have their own language references if they want to make sure their students can follow the strategies they use in classrooms.

**Reasons**

In the teaching and learning progress, teachers possibly find reasons that can influence and be used as considerations in classrooms management strategies designs. Below are reasons that may influence teacher in their choices of classroom management strategies.

*Teachers’ Beliefs in Teaching*

Teachers as human beings have their own beliefs that become the foundations of their acts as teachers in context of planning and making classrooms management strategies. Xu (2012) explain that “teachers’ beliefs are central to determining their actual behavior towards students. If teachers can identify the level of students’ capabilities, they will try to select and adjust their behavior and instructional choice accordingly” (p. 1397). Xu also explains that teachers’ beliefs is more influential in teachers’ decisions as individuals to “...organize and define tasks and problems, and were better predictors of how teachers behave in the classroom” (Marion Williams et al., 1997, as cited in Xu, 2012, p.1398) in their teaching and learning processes.

Teachers’ teaching experiences may shape their beliefs in the processes, whether it is their life or teaching experiences, and become the “truth” for themselves in their teaching (Díaz, Martínez, Roa & Sanhueza, 2010, p. 75; Freeman, 2002, p. 11; Kasouta & Malatmisa, 2009, p. 69; Northcote, 2009, p. 73, as cited in Larenas, Hernandez, & Navarrete, 2015, p. 172). Teachers’ beliefs are also the foundation for them to decide how they will act in classrooms and “pedagogical practices” that will be decided by the teacher (Larenas et al., 2015, p. 172).
As teachers, they have to have strong beliefs about “the role that education can play, about explanations for individual variation in academic performance, about right and wrong in a classroom, and many other areas” (Xu, 2012, p. 1397). Because of this teachers’ belief influence teachers’ judgmental skill to decide how they will act and control the class, just how we are as humans have our own reasons act in our live.

**Students’ Challenging Behaviors**

Students’ behaviors may contribute to how teachers will manage their classrooms. To find out what kind of strategies can be used, it is important for teachers to find any students’ needs and how they behave in classrooms (Brewster, 2002, p. 233; Walters & Frei, 2007, p. 20). The findings can be used to match the teachers’ teaching style with the needs of the students (Walters & Frei, 2007, p. 21), which the needs are based on their behaviors. Teachers should be aware with importance of students’ behaviors since the challenging behaviors of students may appear in classes. Teachers have to aware with them because the children who have them are vulnerable with “academic failure” and “delinquency” (Dunlap, 2006, as cited in Michail, 2011, p.156).

Inclusive classrooms settings may be related to difficulties in handling students’ behaviors. The reason behind this statement is because “most classrooms of today are inclusion classrooms which have a blend of students with special needs and general education students” (Polirstok 2015, p. 928). According to her, the problems related to students’ behaviors come from students with special needs since they are “…often present with mild to moderate learning and/or behavioral challenges” (2015, p. 928). According to her as well, the other problems come
Students’ challenging behaviors may becomes the reasons that teachers may consider in classroom management strategies. The teachers may make plan to handle these challenging behaviors in order to ensure the success of their classroom management strategies in the classes.

**Factors That Cause Students’ Low Achievements**

Students’ achievements in their classes may influence how teachers will handle their students. Classes where the students have low achievement mostly will be more noticed by teachers in their classroom management strategies. There are several factors that may cause students’ achievement in classrooms. Factors such as learning environment, teaching methodology, students’ background knowledge (Haycraft, 1993, as cited in Shahzad, Ali, Hukamdad, Qadeer, & Ullah, 2011, p. 169; Souriyavongsa, Rany, Abidin, & Mei, 2013, pp. 187-188), and students’ interest (Souriyavongsa et al., 2013, pp. 187-188) are still seen as the factors that may affects students’ achievements, including their low achievements.

Problems related to the factors such as students’ low interest (Souriyavongsa et al., 2013, pp. 187-188), low background knowledge, lack of supportive environments, and lack of effective teaching methodologies (Haycraft, 1993, as cited in Shahzad et al., 2011, p. 169; Souriyavongsa et al., 2013, pp. 187-188) are seen as the problematic factors in second language (L2) teaching. These problems are not only affect students’ achievement, but also how the will perform their L2 better through the teaching. It is because many educational institutions requires L2 as “educational tools requirements” (Khader & Mohammad, 2010, as cited in Souriyavongsa et al., 2013, pp. 187-188) these days. Students’ low performances in L2 which are caused by those
problem can involve in students’ low achievements in L2 since they possibly cannot fully achieve the requirements due to their performances.

In order to handle these problems, teachers need to have certain classroom management strategies that can solve the problems. Teachers are suggested to be able to create environment where the students are able to use L2 without any anxiety in the classes (Wong & Wong, 2014, as cited in Polirstok, 2015, p. 928; Shahzad et al., 2011, p. 170). The strategies that can provide the classes with activity-based classrooms (Shahzad et al., 2011, p. 170) also can be used to handle the classes where “functional grammar is not taught and practiced in the classrooms.” (Shahzad et al., 2011, p.169). L1 may be used to “contrast/raise consciousness of similarities or differences between the students L1 and the L2” (Meyer, 2008, p. 149) through the instructions given by teachers to their students in either L1 or L2.

METHODOLOGY

Context

The study was held in Sekolah Dasar (SD) Kristen Satya Wacana (also known as SD Lab) located in Jl. Yos Sudarso 1 Salatiga, Central Java, Indonesia. SD Lab was one of private elementary schools in Salatiga. Here was the place where I had my teaching practicum from August to November 2016. English was actively used as the main language in the class, except for first and second grades where Indonesian was still used as the main language. The students had their English lessons once a week with seventy minutes meeting hour for a meeting.
Participants

The main subjects for this studies were the active teachers for 2016/2017 school year. All of the teachers were non-native speakers of English and one of the teachers taught in two classes, which were third grade and sixth grade. The chosen teachers (written in pseudonyms) were Teacher 1, who taught in third grade which consist of 3rd A and B classrooms. Teacher 1 was the homeroom teacher for 5th grade in the school. Even he taught English for third grade, he also taught English for six grade, which consist of 6th A and B classrooms. The other participant was Teacher 2, who taught in 2nd grade which consist of 2nd A and B classrooms. Before she became the homeroom teacher for 2nd grade, she was the homeroom teacher for the 1st grade in the school.

Instruments

Observations and interview were used as the instruments for this study. Observations were used as to observe the classes taught by both teachers to find the strategies used by both teachers in their classrooms. In order to find the reasons behind the strategies used by teacher and further explanations about their strategies, interviews were conducted to find them. Interviews were done after the interview questions based on the observations were ready for the interview sessions.

Data Collection Procedure

Observations for the data collections were conducted in 2nd B and A classes on March 20 and April 3 2017, observations in 3rd B and A classes on February 27 and March 6 2017. After they were done, interviews were conducted with Teacher 2 on May 10, 2017, and with Teacher 1
on May 12, 2017, to gain further data. Observations were done once for each classes at the mentioned date above.

The teachers, who became the participants and agreed to be recorded while the teaching activities were ongoing, were recorded by using cell phone until the classes were over in the observations. Digital camera may used videos of teaching activities held by teachers were used as the references for the making of interview questions list that would be asked to the English teachers. The interviews were recorded by using sound recording application installed in cell phone. For the data collection, The participants were interviewed individually by the researcher and the interviews were voice recorded in order to analyze the interviews to find the results. The participants were asked with printed questions list. The interviews were conducted in Indonesian in order to gain information which possibly difficult to be explain in English.

Data Analysis Procedure

Qualitative analysis was used for this research. From the videos of recorded observations, any identifiable strategies used by both teachers were listed in form of transcript. Then, the reasons behind why the strategies were used and any other things related to them were gained from the interviews with both teachers. After the data from both observation videos and interviews were done, they were selected based on the needs of this study, summarized, and matched with the literature reviews for the findings and discussions in this research. The results were represented in narrative form to represent the results of the studies.

FINDINGS & DISCUSSION

The data display for each theme, will be separated into two parts. The first part is the explanation of the strategy used by both teachers. The second is the reasons why the teachers use
their chosen strategies. The findings are made based on observations and interviews conducted for both teachers. The strategies discussed in this part are the most common strategies which chosen based on the analysis of the videos recorded in the observations.

**The Strategies Used by the Teachers**

In this part, two most common strategies used by the teachers are picked from strategies listed from the observations. The first strategy is the use of L1, where it was by both teachers frequently when the observations were conducted in their classes in many occasions. The second is the use of classroom rules to manage students behaviors and routines that will be done in the classes.

*The Use of L1 is Still Become the Major Strategies in the Classes*

L1 still majorly used by both teachers to manage the classroom settings, activities, and the students behaviors in their classrooms. The use of L1 as an aid in classroom management, according to Littlewood and Yu (2011, p. 73), beside on classroom settings, L1 also can focus on “giving instructions for activities and maintaining disciplined behavior”. According to them (2011, p. 73), the use of L1 also covers many events which affect the classroom setting in classroom management, “…from routine disruptions…to more serious crises”.

L1 was used by Teacher 1 dominantly for both of his classes. Teacher 1 used it to warn the students if they did misbehaviors that may disrupt the teaching and learning process. The example is shown by this excerpt,
Excerpt 1:

Indonesian
Teacher 1: 2, Student 2! Bisa duduk dulu, gak?! Klo banyak bicara, gak usah duduk!

English
Teacher 1: 2, Student 2! Can you sit down? If you still talking, you cannot sit down! (My own translation) (3rd A Observation, March 6 2017)

In this excerpt, Student 2 kept standing from his seat and talked to his friends. Due to this, Teacher 1 asked him to sit on his chair and also warned him that if he could not silent, he would not be allowed to sit on his seat. The misbehavior done by the student was one of examples of where L1 was used to control this behavior since it might disrupts the routine established by teachers (Cook, 2001, pp. 415-416; Littlewood & Yu, 2011, p. 73). L1 was used since it might be understood easier by the students due to the familiarity of the language (Liu & Zheng, 2015, p. 2348).

Even L1 was used in both of classes, Teacher 1 somehow used L1 in 3rd B with different assertiveness compare to 3rd A. One of the example of how he used L1 to ask one of his students in 3rd B students who did not bring the textbook needed at that time,

Excerpt 2:

Indonesian
Teacher 1: Student 1! Kok bisa? Kamu punya buku, gak?
Student 1: Punya, Pak.
Teacher 1: Kok tidak membawa?
English

Teacher 1: Student 1! How could you? Do you have your book, don’t you? (My own translation)

Student 1: I do, sir. (My own translation)

Teacher 1: Why you do not bring it? (My own translation)

(3rd B Observation, February 27 2017)

Teacher 1 noticed that student 1 did not bring it to the class and asked him why he did not bring it. This excerpt shows that how Teacher 1 use L1 was the same as 3rd A, but with different assertiveness. The assertiveness and language used were how Teacher 1 gain natural personal contact from the students (Cook 2001, pp. 415-416) in case if there is any personal reason behind the student’s act.

From the observations conducted in Teacher 2 classes, it could be found that the use of L1 was used more in 2nd B class than 2nd A. Even the use of L1 amount was less than in 2nd A, it still used in 2nd A in certain events. For example is as shown in this excerpt.

Excerpt 3:

Indonesian

Teacher 2: Student 2, tolong disimpan dulu.

English

Teacher 2: Student 2, please keep it first. (My own translation)

(2nd A Observation, April 3 2017)

In this event, Teacher 2 asked Student 2 in this excerpt, who paid attention his own unnecessary stuff, to put it behind back his bag. L1 is used here to make sure that students understand the
instruction and do it instead of see the instruction as “word of pages” (Cook 2001, pp. 415-416) since the activities the students had did not require the stuff Student 2 had on his desk.

For the L1 use in 2nd B, it is also used to asked students to hear Teacher 2’s instructions, however with larger amount than 2nd A. The example of the use of more detailed L1 is when Teacher 1 warned her noisy students that other students were still working on their exercise,

Excerpt 4:

Indonesian
Teacher 2: Yo, duduk, yo. Teman-teman masih memerlukan waktu untuk bekerja…Jadi tolong jangan ribut. Tidak liat ke depan tidak usah ngajak ngobrol temannya kalo tidak mau duduk di depan.

English
Teacher 2: Sit down, please. Your friends still need time to work, so please be quite. Do not look to front, do not talk to your friends if you do not want to seat on front seats. (My own translation)

(2nd B Observation, March 20 2017)

Not only to asked the students, Teacher 2 in this excerpt also warned the noisy students that they would be placed in front seats if they did not want to be silent. Similar with excerpt 1, L1 used to control this behavior since it may disrupts the routine established by teachers (Cook, 2001, pp. 415-416; Littlewood & Yu, 2011, p. 73) since the students in excerpt 4 needed to focus on their exercises at that time. From these examples, it can be assumed that the use of L1 was much more prominent in 2nd B than in 2nd A based on the amount and how the L1 used, which the reasons will be explained in other part.

Classroom Rules Used to Set Up Routines and Manage Misbehaviors

Based on the observations and interviews conducted for both teachers and their classes, Classroom rules were still had to be reminded for certain events by both teachers. The rules have function to specify what behaviors the students should have and encouraged in classes ”…and
the consequences for inappropriate behavior” (Oliver & Reschly, 2007, p.7). How the teachers remind their students about the classroom rules depend on the situations that may vary in their classes.

Teacher 1 used classroom rules more in 3rd A than in 3rd B. In the observations, he used them frequently when his students had their exercise session in the class. In both classes, Teacher 1 had to make sure that his students could do their exercises with minimum disruptions even there are some students who already finished with their exercises. This is where classroom rules are needed to make sure the exercise session ran well in the classes.

In 3rd A, teacher 1 warned one of the students who rudely talk to his friend about the exercise at that time as shown in this excerpt,

**Excerpt 5:**

**Indonesian**

Student: Gak usah satu-satu! Iya, gak usah satu-satu!

**English**

Student: Not one by one! Yes, not one by one! (My own translation)
Teacher 1: Hey, do not talk too much. You are rude. Talk nicely. (My own translation)

(3rd A Observation, March 6 2017)

In this event, Teacher 1 assertively warned a student in the excerpt above for being loud and rude to his friend. He warned him that the student had to talk nicer to when he answered his friend’s question. The rules are used to emphasized how students have to behave and what the students should not do in the class (Brewster et al., 2002, p. 220; Oliver & Reschly, 2007, p.7), where in this case are how the students talk politely to their friends instead of talk rudely to them.
Teacher 1 might asked his students if they remembered the rules they agreed or not. He asked them when they seemed unable to follow the rules, whether it was on purpose or not. For example, Teacher 1 asked one of his students when he noticed that this student did not bring the textbook needed at that time as shown in excerpt 2. Teacher 1 noticed that Student 1 in the did not bring it to the class and asked him why he did not bring it. Even Student 1 did not get any consequence from Teacher 1, he might could not follow the lessons effectively. This may related to the use of classroom rules as tools of moral lessons that “supports a concept of consequences for inappropriate behavior rather than punishment” (Dunbar, 2004, p. 3).

The excerpts show how Teacher 1 used L1 to use the classroom rules is the same as 3rd A, but with different assertiveness. Similar with the use of L1, Teacher 1 had to be more assertive in 3rd A than in 3rd B. In 3rd A, Teacher 1 had to use classroom rules assertively to the students and he did it more than he did in 3rd B.

Classroom rules were also used by Teacher 2 when her class have the exercise sessions as well. When the students had to do their exercises, she gave both 2nd A and B rules about what they should and what they should not do when their have the exercises session. In 2nd B, in the exercise session in this class, Teacher 2 gave rules and conditions for the students in 2nd B who already done their exercises as shown in this excerpt,

Excerpt 6:

Indonesian
English

Okay. I need to check, but I have conditions. You have to make a line. So, do not touch or erase the whiteboard and do not see your friends’ works in front of you. Can you do it? So, just make a line. Anyone who gets one hundred may go to library to read, borrow, or return books. If you cannot make it…(My own translation)

(2nd B Observation, March 20 2017)

Teacher 2 explained that the students were not allowed to erase anything on the whiteboard and they were only allowed to make a line. The students who could get one hundred for the exercise were allowed to go to the library.

For 2nd A, L1 Teacher 2 also set up the rules for the exercise session and how they should behave before it was started. She explained to her students,

Excerpt 7:

Indonesian

Teacher 2:… please do by yourself, kerjakan sendiri-sendiri, boleh diskusi dengan temannya, anak-anak boleh mengerjakan di kelas atau di luar dengan catatan…

Students: Tidak boleh ribut.

Teacher 2: Yo, silahkan, dengan teman disebelahnya, ya.

English

Teacher 2: Please do your works by yourselves. You may do the exercises indoor or outdoor, but…(My own translation)

Students: Do not be noisy. (My own translation)

Teacher 2: Yes, you may do them with your friends. (My own translation)

(2nd A Observation, April 3 2017)

Here, Teacher 2 explained that the students could do their work outside or inside the class with notes that they could not be noisy. The reminder was used as the set up for students to do their exercise and the rule when they did the exercise.
In both excerpt 6 and 7, how Teacher 2 set up the rules are related about the function of classroom rules themselves. Classroom rules have functions as “list of Dos and Don’ts” and “boundaries of acceptable and unacceptable behavior” that can explain students’ positions in the classes (Brewster et al., 2002, pp. 220-221). The functions mentioned can be related with the explanation about the rules for the exercise sessions mentioned in the excerpts. Even the functions of the rules are similar, how Teacher 2’s students respond to the rules somehow was different since one of the class able to respond what they should not did in in the class.

**Reasons to Use the Strategies**

Below are some reasons which both teachers explained why they chose the strategies they used when the observations were conducted in their classes. Some reasons are specifically explained for one teacher only since they have different reasons in their classroom management strategy uses due to different teaching styles and the classroom characters they teach. This part is based on the interview conducted with both teachers after the observations were done.

*Students’ Behaviors That Need to be Handled by the Teachers*

Students’ behaviors is still seen as the reasons of both teachers. According to Walters & Frei (2007), Some students may have “tremendous behavior problems which can be trying on a teacher’s patience and emotional state” which will disrupt the teachers in the classes (p. 138). This statement is the reason why students’ behaviors may becomes for classroom management strategies used by teachers in the classes.

Based on the interview conducted with Teacher 1, how he use of L1 depends on the characters of the classes themselves. From the observations, it can be seen that the amount of the use of L1 to remind students is different for both of his classes. In the interview, Teacher 1 explained,
Excerpt 8:

Indonesian


English

The strategies. There is no special strategies for my classes. In 3rd A, I have to be assertive, while in 3rd B, I can be less assertive since the students are passive. (My own translation)

(Teacher 1 Interview, May 12, 2017)

Teacher 1 explained that in 3rd A, he has to be assertive to manage his students, while he can be less assertive in 3rd B due to students’ passiveness. The difference of the assertiveness is based on how the students will behave in classrooms. This is related to the importance for teachers to find any students’ needs, how they behave in classrooms, and teaching style needed for them (Brewster, 2002, p. 233; Walters & Frei, 2007, p. 20-21) in order to handle students’ behaviors.

As explained in excerpt above, Teacher explained that he has to be more assertive in 3rd A than in 3rd B due to the fact that students challenging behaviors are frequently encountered in this class that assertive style is the best strategy needed for the classroom. Overall, in 3rd A, Teacher 1 needs to be less assertive than 3rd B because 3rd B students are usually passive while 3rd A students need to be reminded assertively since they are much more active than 3rd B.

In the interview with Teacher 2, she explained about her classroom rules concepts and how she implement in for both of her classes. In her concept of classroom rules she explained,

Excerpt 9:

Indonesian

Jadi anak-anak membuat bersama dengan saya, kita merumuskan class rulesnya dan untuk 2B itu, lebih ke respect others, kemudian no food and drink in class, listen to the teachers, and obey the school’s rules. Untuk respect others, itu includes all of the things that your friends have...utamanya gitu. Kemudian, setelah we already make the class rules, yang harus dilakukan kepada anak-anak adalah penanaman dan pembiasaan, itu yang sangat susah. Sampai satu tahun pun, anak-anak harus sering
diberitahu, harus sering ditegur, harus sering direview lagi tentang class rules yang sudah disepakati bersama.

**English**

So, me and my students discuss the rules. For 2B, I emphasize on respect others, then no food and drink in class, listen to the teachers, and obey the school’s rules. For respect others, it includes all of the things that your friends have. Then, after we already make the class rules, I have to constantly remind and review the rules with students. (My own translation)

(Teacher 2 Interview, May 10 2017)

In classroom rules discussion with students, Teacher 2 applied the concepts she would use as the base of her rules, which are mentioned in English in the excerpt above. However, she admitted that even the classes has been running for a semester, implementation and habituation are the most difficult aspect to be done in class. As mentioned by Walters and Frei (2007) “tremendous behavior problems which can be trying on a teacher’s patience and emotional state” (p. 138) is the reason why Teacher 2 has to remind the students rules about the classroom rules over and over to manage their behaviors in the classrooms. For both classes, Teacher 2 have to be sure that all of the students are able to understand the rules agreed in classrooms. The implementation and habituation of the rules are the most both difficult parts for both classes since she has to remind them about the rules many times in certain events.

*Students’ Achievements Influence How the Languages Used*

Students’ achievements are tend to be parameter how successful L2 teaching and learning is since it involves students’ performances in it. In Teacher 1’s classes, the achievements determine how the languages, which either L1 or L2, are used to managed his classes. The difference the use of L1 between both classes also influenced by students’ achievements in the classes. Teacher 1 explained,
Excerpt 10:

Indonesian

Karena saya pikir 3B, saya lihat, saya nilai prestasinya lebih baik. Saya pikir 3A Basic Inggrisnya lebih baik ketimbang 3B, makanya saya lebih banyak menggunakan Bahasa Inggris ketimbang 3A.

English

I think 3\textsuperscript{rd} B has better achievement. I think 3\textsuperscript{rd} A’s Basic English is better than 3\textsuperscript{rd} B, that’s why I use English more than in 3\textsuperscript{rd} A. (My own translation)

(Teacher 1 Interview, May 12, 2017)

3\textsuperscript{rd} A (referred as 3\textsuperscript{rd} B by mistake at the first time), has better achievement in L2 learning that the use of L1 and the use of more L2 is possible in the class. Otherwise, 3\textsuperscript{rd} A needs the use of L1 more because the class implicitly has lower achievement then 3\textsuperscript{rd} A. L1 here can be used as a way to decrease students’ low achievement through its use to “contrast/raise consciousness of similarities or differences between the students L1 and the L2” (Meyer, 2008, p. 149) through the instructions given by teachers to their students in either L1 or L2.

Students’ Moods Which Shape Teacher’s Belief in Teaching

In the interview with Teacher 1, he also explained that he had to to analyze the moods of students to make his rules suitable for any situations in the classrooms. In the interview, when Teacher 1 asked about how he will execute his classroom management strategies, he explained,

Excerpt 11:

Indonesian

For the executions, I will see the mood. Because every hour, every day, every time I come in, my strategies will be different due to students’ variative characteristic and moods. (My own translation)

(Teacher 1 Interview, May 12, 2017)

From this explanation, he explained how he will execute his classroom management strategies, including classroom rules, depends on how the mood of the students in the class. Analyzing every mood changes in the classroom is done to make sure that the strategies are suitable for the moods he will encounter in classrooms. It can be related to teachers’ beliefs that can be the foundation for them to decide how they will act in classrooms and “pedagogical practices” that will be decided by the teacher (Larenas et al., 2015, p. 172). In Teacher 1’ case, he believes that students’ moods may affect his students’ behaviors and he should be aware about this fact to run the execution of his classroom managements strategies, including classroom rules, that can fulfill the needs in the classes.

Inclusive Classroom Setting

Based on the interview with Teacher 2, it can be found that classroom backgrounds have affects her choices of classroom management strategies. Teacher 2’s class, which is 2nd B are the class which can be considered as inclusive classrooms. Due to this reason, even in both classes Teacher 2 used L1 to manage the classes, she significantly used it more in 2nd B. Teacher 2 explained 2nd B’s background becomes the reason why it is used more. She explained,

Excerpt 12:

Indonesian

Kelas 2B, lebih banyak menggunakan Bahasa Indonesia karena disitu saya mempunyai anak-anak yang spesial...Lalu secara kemampuan atau secara akademik, memang...dibawah rata-rata...Beberapa anak yang lain juga memang lambat di kelas saya, jadi saya memang terpaksa harus lebih banyak menggunakan Bahasa Indonesia.
In this explanation, Teacher 2 explained that she has to handle students that can be categorized as children with special needs and slow learners in this inclusive classroom. The problem that may come from students with special needs in this classrooms is “attention deficit and struggle with organization and executive function” (DuPaul, Gormley, & Laracy, 2013, as cited in Polirstok, 2015, p. 928) since these students have limitation in learning. The other problem that possibly come is to moderate learning and/or behavioral challenges” (Polirstok, 2015, p. 928) due to their limitations. To cover their limitations in learning and gaining information, L1 is used to help these students in the teaching and learning process. L1 1 is used by Teacher 2 in the class that needs a language they can understand better than L2. Due the backgrounds of 2nd B students, L1 is used to teach the class with L1. 2nd B consists of some students with special needs, have to be taught by using L1 to cover the students limitations in their learning and gain information better in the classrooms.

CONCLUSION

Based on the research questions mentioned in the introduction, this study aims to discover the strategies used by teachers in elementary school context and the reasons why they use the strategies in their classrooms. This study found that there are many strategies used by the teachers and the reasons that make them use those strategies. In this study, the use of L1 is still being the common strategy used by both teachers in their classes. The use of L1 is influenced by students’ achievements and classroom settings. These things may become the reasons for both
teachers to set how they will use it. Both teachers also use classroom rules which should be obeyed by their students in the classrooms. The implementation and habituation process become the most difficult process in the use of the rules. To use the rules, both teachers have to analyze the classroom situations so the reminders can be done effectively.

Even the strategies used by teachers seem common, the reasons behind the use of the strategies are the things that can be considered new for me in this research. Students’ achievements and inclusive classrooms setting are the reasons that pay my attention most. In Teacher 1’s classes, achievements influence him how he should use the languages in the classes, where L1 is used less in the class which has better achievements in L2 learning. In one of Teacher 2’s classes, there are some students with special needs and the students who have slow learning progress that need language they familiar with to help them in teaching. Based on this study, monitoring students’ achievements and pay attention to students with special needs are necessary to help all students in classrooms, including students with special needs and students with low achievements, to create the strategies that can improve their performances in L2 learning. It should be done in order to meet any requirements in L2 lesson which are needed to pass the lessons with satisfying results for both teachers and students.

In reasons behind the use of classroom management strategies, there are many possibilities of the strategies that can be created based on that reasons. Based on this statement, it is suggested for anyone who are trying to make their own classroom management strategies to make the strategies that can be considered as innovative and reasonable for the teaching and learning process. Using the reasons mentioned in this study is acceptable since there are many possibilities of the strategies that can be made from that reasons based on the classes. If there are
reasons that can be considered as uncommon for some teachers, they can be used as chances to make innovative classroom management strategies.

Actually, there are more strategies that can be discussed in this study. However, due to the significant differences in the amount of the strategies uses, only two strategies which commonly used by the teachers are picked to be discussed in this study. The study context, which is in elementary school, is also becomes the limitation for this strategies since the strategies that can be considered complex and cannot be used by teachers due to the students ages cannot be found and observed. The strategies listed in this study may be found in the higher school contexts along with the new dominant strategies that possibly can be found in those contexts. Other dominant strategies are possibly found in other elementary schools depend on the characteristics of the schools and the rules used by the schools. Due to this limitation, researching higher schools contexts or other to find the strategies and reasons that can be considered new to this study.
ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude and praises to Jesus Christ for His abundant blessings and guidance in finishing my thesis. I would like to say my deepest gratitude to several individual for their support and guidance in finishing my thesis. First, I would like to say my biggest gratitude to my supervisor, Anita Kurniawati, M.Hum. for the valuable guidance, support, patience and advices, and also my thesis examiner, Mrs. Maria Christina Eko Setyarini, M.Hum. for the valuable feedbacks and suggestions for the improvement of this thesis. I would like to acknowledge my greatest gratitude to my beloved father, Alexander Binti and my beloved mother, Yohana Aurelia for their supports and prayers, so I could finish my study especially in accomplishing my thesis. I would like to say thank you to the headmaster of SD Kristen Satya Wacana, Bapak Pujiono, who gave me permission to conduct my data collection in his school. Thanks for making my most crucial part of thesis was possible to be done. I would like to say my greatest gratitude and thanks to all of my friends in ED 2013ers (Thirteeners), my teaching practicum group members in SD Kristen Satya Wacana, my friends from EASE 2014 and 2015 and my friends from Cosplay Semarang. Without all of their support and prayers, this thesis would not have been accomplished. With all of their support and prayers, I am able to find my purpose to keep faithful in all of my processes on working my thesis. Whenever I lost my purpose and trapped in boredom and emptiness, I have been trying to keep my spirit whenever I remember Jesus Christ and everyone I mentioned here to remember my purpose why I should finish this thesis. May the great future comes after everything is done after all of four-year study here.
References


APPENDIX

Interview Questions for Teacher 1

Below are the list of the questions (not including elaborative questions) used for the interview with Teacher 1 on May 12, 2017:

1. What do you usually pay attention to when you manage your class?
2. In 3rd B, you were tend to use Indonesian to remind and warn students about classroom rules, while In 3rd A, you were tend to use English, especially to warned students who did certain misbehaviors. When do you usually use English to remind and warn your students?
3. If the student(s) in your class does or do not bring any materials or tools needed in your material, what do you usually do to the students?
4. I noticed that you asked students that paid attention to their unnecessary stuff to put the stuff on their back. If the students possibly keep pay attention to the stuff, what do you usually do in order to gain your students’ attentions back?
5. I noticed that you were giving motivation when you found out that a student was physically exhausted that this student could not follow your explanation. What are the reason behind it?
6. If you meet students who cannot follow your explanations due to their physical conditions, what will you do to this students?
7. If there are students who cannot be managed by your strategies and they are possible to be punished, what kind of punishment do you usually give to this kind of students?
8. If certain conditions forced you to completely change your classroom management strategies, what factors do you consider before you plan the rules?

9. In order to change the strategies, do you involve your students to negotiate the new strategies in order to make the new effective strategies?

10. If you do not involve your students, what are your consideration when you make the new strategies to manage your students?

**Interview Questions for Teacher 2**

Below are the list of the questions (not including elaborative questions) used for the interview with Teacher 2 on May 10, 2017

1. What do you usually pay attention to when you manage your class?

2. I noticed that you totally arranged the class to simulate the same condition as the multimedia room (2A, Monday, April 3, 2017). Are there any conditions when you have to totally change the classroom arrangement?

3. I noticed that you moved certain students from their usual seats when you arrange your class (2A, Monday, April 3, 2017). What is your reason to move those students?

4. If the student(s) in your class does or do not bring any materials or tools needed in your material, what do you usually do to the students?

5. I noticed that you asked students that paid attention to their unnecessary stuff to put the stuff on their back. If the students possibly keep pay attention to the stuff, what do you usually do in order to gain your students’ attentions back?
6. I noticed that you dominantly used English as both medium language and the language used to manage the class in 2A grade, while you dominantly used Indonesian in 2B grade. What are the reason behind this?

7. I also noticed you were remind your students about the classroom rules only for few times, except for the exercise time and checking. Are there any reasons behind it?

8. If there are students who cannot be managed by your strategies and they are possible to be punished, what kind of punishment do you usually give to this kind of students?

9. If certain conditions forced you to completely change your classroom management strategies, what factors do you consider before you plan the rules?

10. In order to change the strategies, do you involve your students to negotiate the new strategies in order to make the new effective strategies?