

**AN ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES OF
TEACHING ENGLISH AFTER COVID-19 PANDEMIC IN SMP BATIK
SURAKARTA ACADEMIC YEAR 2023/2024**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. All of my friends
3. My beloved almamater UIN Raden Mas Said Surakarta
4. All the Lecturer in English Education Department
5. To the Advisor and the Judges

MOTTO

“Jalan dulu aja. Sambil jalan, sambil belajar”

Pakai Allah, andalkan Allah, dan berserahlah kepada Allah

Hasbunallaahu wa Ni'mal Wakiil.

PRONOUNCEMENT


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I hereby sincerely state that the thesis titled **“An Analysis of Classroom Management Strategies of Teaching English After Covid-19 Pandemic In SMP Batik Surakarta Academic Year 2023/2024”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, October 2023

The researcher



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The researcher realizes that thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, October 2023

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A handwritten signature in dark ink, appearing to read 'Chusnul Chotimah', with a stylized flourish at the end.

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ABSTRACT

Chusnul Chotimah. 2023. *AN ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES OF TEACHING ENGLISH AFTER COVID-19 PANDEMIC IN SMP BATIK SURAKARTA ACADEMIC YEAR 2023/2024*. Thesis. English Language Education. Culture and Languages Faculty, Raden Mas Said State Islamic University of Surakarta.

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Keyword : Classroom Management Strategies, Teaching English

Classroom management strategies are the efforts, actions, and ways of the teacher in handling all activities in the classroom during the learning process. This research aims to find out the classroom management strategies applied by an English teacher in junior high school and the factors that influence teachers' classroom management after the Covid-19 pandemic. Participation is an English teacher who teaches in eighth grade. This research was descriptive qualitative research. The data was collected by using classroom observation, teacher interviews, and documents. The result of this research shows that classroom management strategies are divided into three aspects. The physical environment aspect focuses on the seating arrangement, sight, sound, comfort, whiteboard and equipment usage; the psychosocial environment aspect focuses on establishing rules, providing feedback and giving rewards; classroom activities management focuses on managing time, managing student work, and monitoring activities. Several factors that influenced the classroom management used by the English teacher after the Covid-19 pandemic are divided into three factors. Factors concerning students are differences in attitudes or personalities of each student, economic factors and student backgrounds; factors concerning the school environment are divided into two factors, namely factors that influence the physical environment of the class and factors that influence the social environment of the class; factors concerning teachers is the teacher's voice factor.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Classroom management strategies are the efforts, actions, and ways of the teacher in handling all activities in the classroom during the learning process. Sari et al. (2021), stated that in the world of education, classroom management has a big role to play in organizing, creating, and controlling the classroom environment. According to Keristiana et al. (2019), argues that classroom management includes everything that happens in class during lessons. Not only how teachers deliver lessons but also how teachers communicate with students and other people in the classroom. Therefore, the most important skill that teachers must have in teaching in the classroom is their classroom management strategy to create a good and effective classroom environment. So, it can be concluded that having a good and effective classroom management strategy can create a comfortable, fun, orderly, and conducive classroom environment.

Classroom management strategies are skills expected to be mastered by a teacher, a teacher can be said to be professional because one of them has good classroom management. Teachers can provide a pleasant and comfortable atmosphere when learning in the classroom and maintain class conditions so that they remain in a disciplined and positive state. With class conditions that remain orderly and regular, learning objectives can be

achieved. In line with Keristiana et al. (2019), who says that classroom management is important for every teacher to pay attention to make good and effective classroom management arrangements in the classroom can give students the opportunity to achieve their goals or success.

Teachers will try to make every effort to ensure that what they convey is successful and can be well received by students. Although sometimes, things happen that are unplanned. For example, students who cannot be controlled and interfere with the learning process. The learning process cannot run well even though the best methods, strategies and techniques have been used if the teacher does not have the awareness and capability to manage the class, including in dealing with unexpected problems that occur during learning. Conversely, if the teacher is aware and can control the classroom well, students will get good academic results. Ozen & Yildirim (2020) says teachers with strong classroom management skills, for example, encourage initiative, can model exemplary behavior, can build positive relationships, and prevent disruptive students.

Coronavirus (Covid-19) is a virus that attacks the respiratory system. People infected with this virus will experience a dry cough, fever, diarrhea, fatigue, respiratory problems, to fulminant pneumonia, which can be life-threatening for those affected. The Coronavirus (Covid-19) has disrupted all aspects of life, including education. The process of teaching and learning in the classroom was disrupted during the Covid-19 pandemic. The process of the Covid-19 pandemic that occurred throughout the world was able to

drastically change the educational process. To break the chain of the spread of the virus, the government decided to close all schools and issued a policy for Study From Home (SFH), namely, students doing the learning process at home with distance learning (online class). With a mandatory learning process, of course this changes the entire learning process suddenly, where teachers must be ready for new challenges to teach with distance learning and provide good and appropriate learning media for students, as well as develop classroom management that can improve the quality of the environment online classroom. Based on research conducted by Lathifah et al. (2020), revealed that effective online classroom management is following routines and rules, building relationships between teachers and students, motivation, and discipline.

The Covid-19 pandemic that has been going on for two years has been able to change human habits around the world. Currently, people are getting used to and doing activities like before the Covid-19 pandemic occurred, including in the learning process. In the learning process after the COVID-19 pandemic, many things need to be improved. For about two years since the Covid-19 Pandemic occurred in Indonesia, many schools have had to carry out distance learning activities or online learning. Of course, this creates new habits for students. They must get used to Study From Home (SFH). They also have a habit of doing assignments while lying down and using gadgets.

Various learning problems emerged during the Covid-19 pandemic, one of which is that children have a tendency to relax. This is because not all parents are able to effectively accompany and discipline their children's learning both at home and at school. To optimize the educational adaptation process after the Covid-19 pandemic, cooperation is needed from teachers, students, parents and the government. Building an attitude of cooperation during the recovery period from the impact of the Covid-19 pandemic requires the responsibility of all parties, one of them is a teacher.

Therefore teachers must have a good management strategy when teaching in class after the Covid-19 pandemic to change the habits of students who were originally self-study at home to study in class. Teachers must know how to play their role by managing the class well and overcoming any problems that occur during the learning process in the classroom. This is very interesting for researcher to learn about classroom management strategies and how English teachers manage their classes.

The researcher chose SMP Batik Surakarta for this research. SMP Batik Surakarta is one of the junior high schools in Surakarta, Central Java. This school has accreditation "A" and is supported by complete facilities to support the learning process, such as a library, English laboratory, computer room, musical laboratory, etc. SMP Batik Surakarta is also a school implementing the "*Sekolah Penggerak*" program. The "*Sekolah Penggerak*" program is one of the Ministry of Education and Culture's efforts to create learning innovations to improve the quality of student learning outcomes,

and SMP Batik Surakarta has met the requirements as the implementer of the "*Sekolah Penggerak*" program. Many programs are carried out by the school to improve the quality of students.

The researcher conducted pre-observations while doing an internship at SMP Batik Surakarta for two weeks, from 28 September to 7 October 2022. Based on the observations that the researcher felt and when observing the first class, the researcher found that the students looked very active. And regarding the condition of the classroom, the classroom looks less tidy. For example, cleaning tools that are placed at the back of the classroom are left lying around and poorly arranged, then there are mats behind the classroom that students use to sleep during recess. The student seating arrangement is quite neat, with the teacher's desk located in front on the left. And students also prefer learning by using gadgets. So that after the Covid-19 pandemic, the English teacher at the school often used digital media when teaching in class, and the students looked very enthusiastic when the teacher allowed students to use gadgets.

The second observation was made in one of the excellent classes, the teacher said that the number of students in the class was small compared to other classes, but they were very crowded, they could not be silent, and some students often made noise, different from other excellent classes so that the English teacher have different strategies when teaching in the class, such as when conveying material must be loud so that students can hear it. Based on the observations of the researcher, the conditions in the classroom

for the arrangement of student seats were very neat. And many students create noise and disorder during the teaching and learning process. Most of the students in the class liked games, one of the learning media which is often used by English teachers is Quizizz.

The third pre-observation was carried out by a researcher in seventh grade B on November 28, 2022. The third pre-observation was carried out to strengthen the result of the researcher's observations when doing an internship at SMP Batik Surakarta and adding information needed by the researcher. The teacher started the lesson with a greeting. Then before starting the material, the teacher gave a game, and the students looked enthusiastic. When the teacher delivers the material, many students talk to themselves and don't pay attention. The teacher will repeat what she says when students do not understand the material presented by the teacher.

Previous studies related to this research, the first is research conducted by Dona Novianti Ulfa et al. (2019) entitled "An Investigation of Classroom Management Strategy (A Case Study of Tenth Grade English Teachers at SMAN 2 Bengkulu City)". This study aims to determine the classroom management strategies used by English teachers and the reasons for applying these strategies compared to other strategies. The results of this study are that there are five strategies used by English teachers at SMAN 2 Bengkulu City in managing classes, namely strategy to arrange the classroom, strategy to create a positive classroom environment, strategy to build positive relationships with students, strategy to handle the student

discipline situation, and strategy to prevent students' misbehavior. The strategy most often used by the two English teachers is the strategy to arrange the classroom. The strategy that is slightly applied is the strategy to handle the student discipline situation. Teacher I and teacher 2 use the most frequently applied strategy compared to the other strategies because this strategy helps teachers in the learning process and makes learning more conducive, effective and motivated. The second research was conducted by Ratu Amalia Mudianingrum et al. (Sultan Ageng Tirtayasa University) published in 2019, entitled "An Analysis of Teachers' Classroom Management in Teaching English". The results of this study were to describe classroom management and the use of teaching and learning strategies by English teachers for students at SMPN 05 Kota Serang. The results of this study are that the teacher applies a classroom management strategy, namely opening activities to closing activities, arranging student seats, explaining material well, building relationships with students and being positive.

The research conducted by researchers has several differences from previous research. First, the researcher conducted research that focused on after the Covid-19 pandemic classroom management strategies and the factors that influence teacher's classroom management after the Covid-19 pandemic, while previous researchers analyzed the use of English class management strategies, and this research was conducted before the Covid-19 pandemic. Second, to analyze the classroom management strategies

applied by English teachers during the teaching and learning process in the classroom and the factors that influence the teacher's classroom management after the Covid-19 pandemic, the researcher uses Soraya's (2022) and Saricoban's (2006) theory. Therefore, this study aims to describe the classroom management strategy applied by English teachers and explain the factors that influence the teacher's classroom management after the Covid-19 pandemic at the school.

From observations made by the researcher regarding classrooms and student behavior during the teaching and learning process after the Covid-19 pandemic, the researcher wants to find out more about how do the English teachers apply the English teaching classroom management strategies after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024 and what are the factors that influence the teacher's classroom management after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024. Based on the description above, the researcher is interested in conducting research **"AN ANALYSIS OF CLASSROOM MANAGEMENT STRATEGIES OF TEACHING ENGLISH AFTER COVID-19 PANDEMIC IN SMP BATIK SURAKARTA ACADEMIC YEAR 2023/2024"**.

B. Identification of the Problems

Based on the background of the study that has been explained by the researcher above, the researcher states the identification of the problems systematically and clearly as follows:

1. Students make noise while the teacher is delivering material, such as talking with classmates or between friends at different tables, doing other activities and not paying attention when the teacher is delivering material.
2. Teachers must use reinforcement so that students are active when learning English in class.
3. Some students have difficulty focusing during the process of learning English.
4. The teacher is more dominant in using English when explaining the subject matter, and students are less able to understand

C. Limitation of the Problem

In the research conducted by the researcher, the researcher limits this analysis only to how English teachers apply English teaching classroom management strategies after the Covid-19 pandemic and what are the factors that influence the teacher's classroom management after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024. The researcher uses Soraya's theory to answer the first formulation of the problem and Saricoban's theory to answer the second formulation of the problem. The focus of the researcher is the classroom management strategy in the eighth grade A and B for teaching English because it is in accordance with the topic taken by the researcher, and the researcher is interested in the class management strategy in the eighth grade A and B at SMP Batik Surakarta academic year 2023/2024.

D. Formulation of the Problems

Based on the background of the study, identification of the problems, and limitation of the problem above, the formulation of the problems of this research is:

1. How do the English teachers apply the English teaching classroom management strategies after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024
2. What are the factors that influence the teacher's classroom management after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024?

E. Objectives of the Study

Based on the formulation of the problems above, the objectives of the study are as follows:

1. To describe how do the English teachers apply the English teaching classroom management strategies after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024.
2. To explain what are the factors that influence the teacher's classroom management after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024.

F. Benefits of the Study

With the research conducted, the researcher hopes to make several contributions as follows:

1. Theoretical Benefit

The theoretical benefit of this research is to be helpful as a reference and to provide information regarding classroom management strategies for teaching English for further research. And the results of this research are expected to be useful and provide a contribution to the classroom management strategy at SMP Batik Surakarta.

2. Practical Benefit

a. For English Teacher

The results of the research conducted by this researcher can be used by teachers as a reference in learning so that teachers will be more innovative in determining good management strategies for teaching in their classes.

b. For the School

The results of this study are expected to be used as evaluation material for related agencies that class management is essential because having good classroom management strategies can facilitate teachers in the learning process in the classroom.

c. For the Other Researcher

The results of this study can be used as a reference to increase readers' knowledge regarding classroom management strategies in teaching English. And as information for researchers who will conduct similar research in the future.

G. Definition of The Key Terms

Several key terms in this research will be briefly defined by the researcher as follows:

1. Classroom Management Strategies

Classroom management strategies is an action, effort, or method used by the teacher to handle all activities in the classroom during the learning process, both physically (classroom conditions) and psychologically (student behavior as a form of action to respond to the teacher). Marzulina et al. (2021) state that management strategy is a way that is applied by the teacher in the classroom with various aspects and goals to get an achievement in the learning process.

2. Teaching English

Teaching English in Indonesia is one of the teachings of foreign languages. Marzulina et al. (2021) argues that teaching English as a foreign language requires teachers to convey English in an interesting, clear way, and encourages students to improve their English skills through writing, speaking, listening, and reading activities. With the teaching of English, it is hoped that it will be provided for students to master various skills such as listening, speaking, reading, writing and interacting globally.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Classroom Management Strategies

According to Keristiana et al. (2019), classroom management includes everything that happens in class during lessons. Not only how teachers deliver lessons but also how teachers communicate with students and other people in the classroom. Ulfa et al. (2019) stated that classroom management is an effort made by the teacher to create a comfortable, pleasant and conducive atmosphere in the classroom.

Egeberg et al. (2016) state that classroom management strategies are designed to create a fun and positive learning environment by building positive reinforcement that discourages misbehavior in the classroom before introducing more reactive behavior. So it can be concluded that the classroom management strategy is an effort to create a fun and positive learning environment and make the class more reactive. According to Korpershoek et al. (2016), Classroom management strategies are tools that teachers can use to help create environments such as improving teacher-student relationships to rules to regulate student behavior.

Classroom management strategies is important for every teacher to pay attention to make good and effective classroom management

arrangements in the classroom can give students the opportunity to achieve their goals or success. Classroom management is a skill that must be possessed by a teacher in the teaching and learning process. Based on some of the theories above, the researcher concludes that classroom management strategies is an effort or action the teacher takes to make the classroom environment active, conducive, and fun. And also can create a positive learning environment for students. Classroom management strategies refers to the teacher's skills in controlling students. Good classroom management strategies enable the teacher to convey material efficiently and effectively. And students will feel safe and give their full attention during the learning process.

2. The Variables of Classroom Management

Classroom management refers to the teacher's ability to present and organize learning so that all students can be actively involved in the learning process in the classroom. Although in the teaching process, each teacher has their management style based on their abilities and experience. Harmer (2007) states that classroom management must understand various variables, such as how to organize a classroom, manage class time and whether students study alone or in groups. The teacher also needs to pay attention to how he looks in the classroom, how the teacher conveys material in front of students and who speaks more in the lesson, how the teacher uses his voice, as well as the use of

students' mother tongue in the learning process. The variables can be seen as follows:

a. The Teacher In The Classroom

This is about the physical presence of the teacher, who has an important role in managing the classroom. How does the teacher stand and move, and the most important thing is how the teacher can respond and be aware of what is happening during the learning process. Every teacher has their own style and physical habits that they bring to class, but what teachers need to pay attention to is that style and appearance will have a direct effect on how students see us.

1) Proximity

Teachers must pay attention to how close to their students. Although for some people, distance is a sign of someone's coldness, sometimes some students feel unfree and uncomfortable when their teacher approaches or stands beside them.

2) Appropriacy

Many teachers create a very friendly atmosphere by getting together with students. However, for some students, the teacher's informal attitude is quite disturbing, such as disturbing students' concentration. Therefore, the teacher must be able to pay attention to this physical behavior. This

is also related to how the teacher stands and sits. The teacher must be able to decide how close he is to his students. Such relationships are essential if teachers are to manage their classrooms effectively.

3) Movement

Some teachers when teaching in class tend to spend most of their time sitting or standing in one place, such as in front of the class. It should be noted that a teacher who doesn't move much can make his students feel bored quickly, on the other hand, a teacher who is constantly moving can make students feel tired because their focus and attention will be on the teacher, their heads will bobbing to follow the movements of the teacher they. Therefore, the teacher must notice his movements to a certain extent. Most successful teachers move to some extent when delivering material in their classrooms, able to maintain their students' interest throughout the learning process.

4) Awareness

Teachers need to know what their students are doing, what students are doing in the classroom, and whether students are paying attention and listening well when we deliver the material. The teacher must have awareness and also the ability to respond well. Awareness means evaluating

students' words and responding to them correctly. To be able to understand what is happening, the teacher needs to be aware of what is happening, including what is going on in the minds of students. The teacher's physical approach and personality in the classroom is one aspect of classroom management that needs attention.

b. Using The Voice

Voice is the teacher's main tool and perhaps the most important instrument for a teacher. Voice has an important impact in the classroom, how the teacher speaks and what kind of voice will be used in delivering material in front of the class. There are three things that a teacher needs to pay attention to when using voice in classroom management, namely the following:

1) Audibility

The teacher needs to make sure that students who are behind can hear as well as students who are in front. Using a good voice is more important than volume, although the two are still closely related. Teachers don't have to shout to be heard. The ability to hear is closely related to sound quality; shouting or a hoarse voice sounds unpleasant. And speaking too quietly or too loudly is annoying and doesn't help students.

2) Variety

Varying voice quality is important for teachers. Teachers can vary voice quality according to the type of activity or lesson that is taking place in their classroom. The use of the voice when starting learning will be different from the use of the voice when having a conversation to share opinions or information informally. In some situations, when the teacher teaches in the classroom, the teacher often uses a very loud voice to ask students to be quiet or to refrain from doing something. However, it should be stressed that using a low voice is often an equally effective way to get students' attention because they will understand that the teacher is talking, and they will listen if what the teacher is saying is something interesting and important.

3) Conservation

A teacher must keep his voice. Breathe relaxedly with your shoulders not leaning forward or back, and use your lower abdomen to expand your chest to allow air to fill your lungs. It is important for a person to vary their voice throughout the day and avoid shouting as much as possible, as this conserves vocal energy.

c. Talking to Students

One of the teacher's skills that is quite important is the way the teacher interacts with students. The teacher needs to pay attention to

three things, namely the use of the type of language that students understand, the second is that the teacher needs to think about what to say to students, and the last is the teacher needs to consider the way they deliver material or speak by paying attention to tone, intonation, etc. It is also important for teachers to pay attention to their students' understanding as a benchmark in assessing their speaking style in the classroom. Teachers can also use gestures in the teaching process in the classroom. Expression, pantomime, and gestures are natural additions that we can use, especially when teaching students at lower levels.

d. Giving Instructions

This problem of speaking to students becomes important when we give them instructions. There are two rules when we give instructions: instructions are given logically and as simply as possible. Teachers must consider what information they want to convey to their students and what students must know if they successfully complete it. In giving instructions, teachers must understand whether their students understand the instructions given by the teacher, the teacher can ask students to explain again what the instructions are after the teacher has finished giving the instructions.

e. Student Talk and Teacher Talk

Using Teacher Talking Time (TTT) is inappropriate if overused because there will be less opportunity for students to practice

speaking on their own if the teacher talks more. Therefore, a good teacher is one who can maximize Student Talking Time (STT) rather than Teacher Talking Time (TTT). Teachers must know how to equate their language with students and how to speak with their students. However, it should also be considered regarding Teacher Talking Quality (TTQ) that teachers who deliver material by involving students in stories and their interactions will greatly assist students in acquiring and understanding language.

f. Using the L1

The thing to remember when learning English is that students will translate it into their L1. This is a natural process in learning English. However, in the process of learning English in the classroom, as far as possible to include English in it, an English environment must be created in the classroom, and sentences or English greetings must be heard as often as possible. Therefore, the teacher can use English and reduce the use of L1 while talking to students. The teacher can give instructions in English and then ask students to repeat the instructions to ascertain whether they understand them. And when we have instructions that are difficult to say to students and students need help, we can do it in L1. In this case, using L1 can have a very positive effect. The teacher can also ask students to translate English sentences or phrases into their L1, then students are asked to return to English without seeing the

original, this will help students to think carefully about the structure and meaning. In using L1, the teacher can help understand the difficulties of their students. However, the use of English in teaching English in the classroom must still dominate.

g. Creating Lesson Stages

We need to start the lesson in a way that involves students' interests so that they can contribute. The teacher can tell students what they will do, but there is no need to explain in detail what will be done, especially if the teacher has a surprise for their students. When the activity has been completed, the teacher should convey it in good style and behavior. This can help students that the activity will end and other activities will begin. The teacher also needs to focus students' attention by directing them to other things, like clapping their hands to attract students' attention. Can also speak using a loud voice, but some teachers also use a soft voice to force students to listen to their speaking. When the teacher has completed the learning, it is advisable to provide closing words such as reviewing the learning they learned on that day. Then, the teacher can convey what they will learn for further learning. Perfect also, the teacher can give an idea of what they will learn next and build the enthusiasm and positive attitude of students for the next learning so that in the next learning, students feel enthusiastic

h. Different Seating Arrangements

According to Harmer (2007) there are three seating arrangements:

1) Orderly rows

Orderly rows seating arrangement has the advantage that the teacher can see all students, and students can also see their teacher. That will make it easy for the teacher to convey learning material and make direct eye contact with the students he is talking to. With seating distance, it will be easier for teachers to walk by making closer contact with each of their students and being able to observe what their students are doing. Many activities can be carried out in the classroom with orderly rows of seats; the teacher can explain points of grammar and can also do PowerPoint presentations or watch videos. When teaching in a classroom with an orderly row seating arrangement, the teacher must ensure that all students are involved with what is being done. The teacher can walk around to see the students' reactions to what is happening. In many classrooms worldwide, teachers face large classrooms of around 40 to 200 students at a time. In such circumstances, it can be said that orderly rows may be the single best solution.



Figure 1. Orderly rows

2) Circles and horseshoes

Many teachers and students in smaller classes prefer Circles or Horseshoes. In the history of the British and French, The Round Table was specifically designed with the intention that there would be no debate about who was more powerful, including the king himself. It's the same when sitting in a circle in a classroom, everyone in the room has a feeling of equality compared to the seating arrangement where the teacher is in front of the class. However, this may not be entirely true for the horseshoe shape, where the teacher often reigns supreme. However, seating arrangements in circles or horseshoes have the advantage that students can see one another. This way, the classroom can become more intimate, and students' potential is much greater.

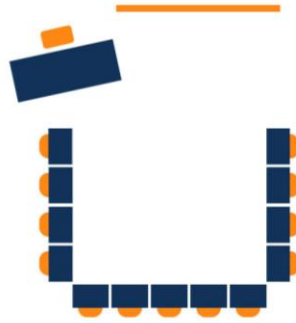


Figure 2. Circles and horseshoes

3) Separate tables

In a separate table seating arrangement, students are seated at each table in small groups. This will make it easier for teachers to work at one desk, and others students can do their work. Separate table seating arrangements are also appropriate if students are involved in collaborative work, although students may not always want to sit with the same co-workers. And teaching in the classroom is made more difficult as students are separated and more diffuse.

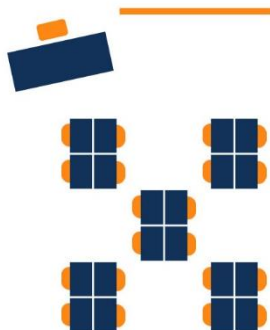


Figure 3. Separate tables

i. Different Student Groupings

Regardless of the classroom seating arrangement, students can be organized in several ways: working individually, in pairs, in groups, or whole class.

1) Whole Class

Teachers can build a great sense of community with whole-class learning. Whole-class learning can be motivating and dynamic by treating everyone involved as part of the same group. What is lacking in whole-class learning is that when students become a whole group, individually, they will get little opportunity to speak, so it is less effective if the teacher wants to encourage discussion and individual contribution because speaking in front of the whole class for some students is more demanding and it also requires courage compared to speaking in a smaller group setting.

2) Group work and Pair work

Students have more opportunities to explore language. Students tend to participate actively in groups and pairs. In language teaching, group work and pair work have been known to have many advantages; students are cooperatively involved in working together to complete assignments. Group work and pair work provide opportunities for students to be more independent because students complete work

without being controlled by their teacher, so they can decide which language to use to complete their assignments, they can make decisions about how they will learn on their own, and they can also complete assignments without any pressure from the rest of the class. There is no pair work and group work where there are no problems; these problems are like students who may not like the person who is their partner or group, and in one pair or group, usually one student dominates while the others stay silent.

3) Solo work

Solo (individual) work is another alternative to teaching besides pair work and group work. Solo work has many advantages. Namely, students can estimate their own pace of work, which allows them to think for themselves, this gives them freedom from the group-centered nature of language teaching, and students will feel more relaxed.

4) Class-to-class

Teachers can combine two classes so that students can interact with each other. Students at lower levels will feel motivated when they are involved with students whose language skills are better, while students at higher levels will also feel positive because they can help students from other grades. Good teachers can be adaptive when using different

class groupings for different activities. By doing this, the teacher can evaluate what worked best for each activity so that the teacher can always capitalize on the most effective grouping.

3. Classroom Management Strategies In Teaching English

Classroom management strategies are the strategies used by the teacher to manage and keep students focused, orderly, academically productive, and attentive during learning in the classroom. According to Soraya et al. (2022), there are three classroom management strategies in teaching English. The strategies can be seen as follows:

a. Physical Environment

One of the simplest strategies of classroom management centers on the physical environment for learning: the classroom itself. The physical environment focuses on the seating arrangement, sight, sound, comfort, and whiteboard and also equipment usage. The teacher can make preparations before starting the teaching process, namely by making seating arrangements according to what the teacher wants. Besides that, when the learning process begins, the teacher needs to pay attention to the volume of sound and sound produced from outside the classroom so that learning can take place comfortably. The use of whiteboards and equipment when learning is also an important part of the learning process in the classroom, where the use of whiteboards can attract students' attention.

b. Psycho Social Management

The psycho-social management focuses on establishing rules, providing feedback and giving rewards. Teachers can set rules for students during the teaching and learning process in class, this is to regulate student behavior when in class. Besides focusing on establishing rules, psycho-social management also focuses on providing feedback. Teachers can use feedback as a form of correction for students. Feedback is given to students as a form of reflection on what they have produced and done in learning English. And the other focus is giving rewards. Teachers can give rewards to students, rewards can be in the form of points, prizes, or verbal greetings. Giving rewards can make students more enthusiastic about learning English further.

c. Classroom Activity Management

Classroom activity management focuses on managing time, managing Individual, group work, and pairs, and the last one focuses on monitoring activities. In using classroom management strategies, teachers must be able to vary them well. For example, when managing activities in the classroom, the teacher can set the time before starting learning, besides that the teacher must have a strategy in managing student work. In teaching language, teachers can teach by grouping their students into pairs, groups, or individuals. And finally, the teacher must have a good strategy regarding monitoring

activities. Monitoring activities can be done by going around checking student work or just monitoring student understanding. Teachers must have a strategy for managing classroom activities properly so that learning in the classroom can run efficiently and effectively so that students can understand the learning material well.

4. Factors Influencing Teachers in the Classroom Management

Classroom management is an important part of the learning and teaching process influenced by many factors. According to Saricoban & Sakizli (2006), these factors will be discussed in three categories: factors concerning the students, factors concerning the school environment and factors concerning teachers.

a. Factors Concerning Students

Classroom management is closely related to effective teaching. Therefore, teachers need to consider the characteristics and needs of students when designing language programs, materials, and class activities so that effective learning can be carried out successfully. Effective teaching includes cooperative learning, active student involvement, and incorporating various cultural aspects. It is also important for teachers to study the culture and environment of the family and incorporate it into teaching and learning situations. This is the teacher's responsibility to design all teaching and learning processes in accordance with the factors contained in the school,

class, and community. Students may have different needs and characteristics from other students. Differences in their characteristics such as differences in attitude, age, learning strategies and styles, personality, motivation, and aptitude. While differences in their needs, such as personal needs, cultural needs, and developmental needs.

b. Factors Concerning School Environment

In classroom management, effective teaching and improving student behavior are greatly influenced by school variables such as structure, school climate, decision making and the type of professional support provided in the building. Factors concerning the school environment will be explained in more detail as follows:

1) Factors influencing the physical environment of the classroom

Building a positive, friendly, non-threatening, motivating, and conducive classroom environment for effective learning and better student behavior needs to be considered by a teacher. The physical arrangement of the class is important in classroom management. The physical arrangement of the class can avoid environmental problems that change the classroom atmosphere and prevent teachers from teaching effectively. Factors influencing the physical environment of the classroom can be seen as follows:

a) Sights, sounds and feelings

Sights are the things we see, sounds are the things we hear, and feelings are the things we feel. As a teacher, it is important to equip their students with sights, sounds, and feelings. This is to prevent problems in classroom management and increase the desired student behavior.

Teachers can create a visual environment that:

- (1) Is Attractive: The material must be prepared in a colorful, neat and attractive way in the eyes of students
- (2) Is Functional: Material must be communicative, in accordance with what is intended, and have social value.
- (3) Is Stimulating: The material used must be able to provoke students' critical thinking and be questioning
- (4) Is Motivational: Materials must increase students' awareness and encourage them to be enthusiastic about learning.
- (5) Creates pride and fosters self-esteem: Materials must help feel proud and confident, teachers can do this by praising students' achievements and strengths so that students can survive in their studies.

It is also important to create an audio environment that allows students to feel more relaxed during the learning process in class. However, some students may feel disturbed by the audio environment. Therefore, teachers must assess

student characteristics and design classroom learning procedures. In addition to creating an effective visual and audio environment, it is also important for teachers to create an environment that supports student concentration. So it can be concluded that an effective classroom environment where students feel comfortable, relaxed, and calm.

b) Seating Arrangement

Seating arrangement is an important physical factor. This is because it can affect the interaction between teachers and students, students with teachers, and students with students. So teachers need to design seating arrangements so students can communicate with each other. In seating arrangements, teachers must also consider social security, where students feel socially safe. Social security is important to increase the psychological safety of students.

c) Chalk Board Use

The chalkboard use is where students' attention and interest can be directed. Therefore, the teacher must be careful in using the blackboard.

d) Equipment

Instructional equipment is an important part of the teaching and learning process in the classroom. The things that need to be considered by the teacher are as follows:

- (1) Students are provided with outlets in a classroom
- (2) The auditory and visual stimuli are within easy reach of every student
- (3) The classroom is large enough so that the equipment can be installed comfortably and properly
- (4) Students are given sufficient time to take and return equipment
- (5) The teachers are equipped with the necessary information on how to operate the machinery

2) Factors influencing the social environment of the classroom

In addition to physical factors that affect the classroom environment, social factors also play an important role in classroom management. The class is a community where teachers and students can interact socially. Class size, number of students, or the classroom itself influences the structured interactions between teachers and students.

3) Factors influencing the educational environment of the classroom

The type of educational assignment, its relevance to the topic being taught, the level of difficulty, and its length are critical factors influencing classroom management. In addition, the teacher's presentation related to specific topics, and instructions

for specific activities also greatly influence effective classroom management.

c. Factors Concerning Teachers

In classroom management, some problems may be caused by factors related to the teacher. The basics of effective teaching are lesson design, student motivation: teacher variables, teacher's roles and styles, and teacher's voice and body language. The basis of the teaching is summarized as follows:

1) Lesson design

Effective learning and teaching processes are closely related to the success of classroom management. The following components are believed to be most effective in helping students learn new material:

2) Lesson introduction: it enables students to know class procedures, motivates and attracts students' attention to study, and activates students' prior knowledge.

a) Clarity: the teacher must explain new material clearly to students

b) Coached practice: students use their new knowledge or skills and receive feedback and correction from the teacher

c) Closure: the teacher needs to complete the lesson by making students summarize the points of the lesson.

d) Solitary practice: Independent practice in the form of homework or seatwork to practice their knowledge and skills.

e) Review: Learned knowledge and skills should be reviewed weekly or monthly so that students can receive additional reinforcement and reflect on their learning.

3) Student motivation: teacher variables

Preventing classroom management problems by increasing student motivation is one of the most effective tools a teacher can use. In the learning process, when students are eager to learn, they will be actively involved in learning and focus on the tasks they face. However, when their attention and focus are not directed to learning, they will easily lose control and eventually disturb the teacher and other students. Several variables that need to be considered by a teacher to increase student motivation are student interest, student needs, novelty and variety, feeling tone, feedback, and encouragement.

4) Teacher's roles and styles

A teacher must consider the teacher's role and style. If not managed properly, it can cause classroom management problems. Teachers must be aware of their role and consistently carry it out. In teaching style, each teacher has their preferences for teaching in the classroom.

5) Teacher's voice and body language

Verbal and non-verbal behavior is one of the important factors that can influence teachers in classroom management. The teacher must speak loudly enough to be heard clearly by all students. In addition, it is also important for teachers to use their body language effectively. Teachers can make eye contact with students, don't stand or sit in one place, and pay attention to their appearance.

B. Previous Related Studies

Previous studies related to this research, the first is research conducted by Dona Novianti Ulfa, et al. (2019) entitled "An Investigation of Classroom Management Strategy (A Case Study of Tenth Grade English Teachers at SMAN 2 Bengkulu City)". This study aims to determine the classroom management strategies used by English teachers and the reasons for applying these strategies compared to other strategies. The research subjects consisted of two English teachers (Mrs. Amelia, who taught X MIPA and Mr. Suciya, who taught class X IPS). The results of this study are that there are five strategies used by English teachers at SMAN 2 Bengkulu City in managing classes, namely strategy to arrange the classroom, strategy to create a positive classroom environment, strategy to build positive relationships with students, strategy to handle the student discipline situation, and strategy to prevent students' misbehavior. The strategy most often used by the two English teachers is the strategy to

arrange the classroom. The strategy that is slightly applied is the strategy to handle the student discipline situation. Teacher I and teacher 2 use the most frequently applied strategy compared to the other strategies because this strategy helps teachers in the learning process and makes learning more conducive, effective and motivated. The difference between the research conducted by the researcher and Ulfa's research, the first is the research subject. In this research, the research subject was one English teacher. And secondly, this research was conducted at a junior high school, while Ulfa's research was conducted at the high school level.

The second research was conducted by Ratu Amalia Mudianingrum, et al. (Sultan Ageng Tirtayasa University) and published in 2019, entitled "An Analysis of Teachers' Classroom Management in Teaching English." The purpose of this research is to describe the management and use strategies for class VIII students at SMP N 5 Kota Serang. The focus of this research is Classroom management strategies in teaching English and the problems that occur with English teachers, and the teacher's solutions to solving classroom management problems. The results of this study show that in managing classes 1 and 2 teachers have good organization, namely in directing and delivering material to students, with the implementation of class management strategies T1 72% and T2 70%. The challenges faced by T1 and T2 in managing their classes were classroom conditions and student misbehavior. And the solution to deal with this challenge is that the teacher makes observations in the classroom before starting the teaching and

learning process by looking at the physical environment of the class. For students who make noise in class, the teacher usually gives a warning by calling the student's name, giving assignments, or asking students to leave the class. Differences in research conducted by the researcher with research Mudianingrum, et al. located in the research subject. In this research, the research subject was one English teacher.

The third previous study was conducted by Annisa Azizatur Rohmah (2019) with the title “English teachers’ Classroom Management Strategies At The Second Grade Students Of MTsN 6 Boyolali In The Academic Year 2019/2020”. The aims of the research were to describe the classroom management strategies in teaching English by the second grade teacher and to explain the problems faced by the second grade English teacher in applying classroom management in MTs N 6 Boyolali in academic year 2019/2020. The method of the research was descriptive qualitative research. The subject of the research was the second grade English teacher and students of MTsN 6 Boyolali. The researcher focused on the limitation of this study only on the second grade students of MTsN 6 Boyolali. The result of this research show (1) that classroom management strategies divided into eight aspects. There were plan the lessons, introductory strategies, responsibilities, motivating students, create love and trust, arrange the classrooms, set up a positive behavior and make rules. (2) The problem faced by second grade English Teachers’ in applying classroom

management strategies, problems were lack of confidence, knowledge or unprepared material, motivation and students misbehavior.

The fourth previous study was conducted by Trimar Keristiana, Arbain, and Rinda Fitriana (2019) with the title "Teachers' Strategies in Managing a Large Class in Teaching English at SMP Negeri 01 Tanjung Selor". The focus of the research is the strategies used by teachers in managing large classes and students' responses to the strategies used by teachers in managing classrooms. The purpose of this research is to look at the strategies used by teachers in managing classrooms and how these strategies can help students learn. The researcher used a qualitative research method with a case study, and the subjects of this study were four English teachers and eight students. The results of this study are strategies that are used by teachers to manage large classes in teaching English, such as; organizing students into groups during lessons, walking around the classroom to check student work, seating arrangements with kinds of types, addressing misbehavior and using a variety of teaching methods to make students active during class. And students' perception has a significant relationship between teachers' strategies and students' performance in learning English. The finding showed teachers have positive strategies for managing their classes, and the students enjoyed the teacher's method during English lessons. Differences in research conducted by the researcher with research Keristiana, et. is in the research subject. In this research, the research subject was one English teacher.

The fifth previous study, by Gading Suswanto. (2020) entitled "An analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic year 2019/2020". This study aims to find out class management in the teaching and learning process of english at Seluma 19 Junior High School in the academic year 2019/2020. The respondents of this study were English teachers who taught in class VII at SMPN 19 Seluma in the academic year 2019/2020. The results showed that classroom management was still lacking due to constraints with facilities so it looked monotonous, besides that class management was in accordance with the lesson plans they had, starting from class arrangements, methods, strategies, to teacher understanding of student characters, but there were still many obstacles which occurs as violations committed by students.

Based on the previous studies above, the researcher conducted a study entitled "An Analysis of Classroom Management Strategies of Teaching English After Covid-19 Pandemic In SMP Batik Surakarta Academic Year 2023/2024". This research has similarities with previous studies, and the similarity lies in the research subjects. Previous studies focused on classroom management. That's because classroom management is critical to implement so that learning can run efficiently and effectively by creating a good classroom environment. In this research, the researcher analyze how English teachers apply English teaching classroom management strategies after the Covid-19 pandemic and what are the factors

that influence the teacher's classroom management after the Covid-19 pandemic in SMP Batik Surakarta academic year 2023/2024.

No.	Previous Study	Similarity	Differences
1.	Dona Novianti Ulfa, Rudi Afriazi, Elfrida (2019)	The similarities between this study and Ulfa's research lie in the research method, which is descriptive qualitative.	The first is the research subject. In this research, the research subject is one English teacher and in Ulfa's research the research subjects were 2 English teachers. And the second, this research will be conducted at a junior high school, while Ulfa's research was conducted at the high school level.
2.	Ratu Amalia Mudianingrum, Sutrisno Sadjji Evenddy, Rosmania Rima (2019)	The first, this research and Mudianingrum's research focus on classroom management strategies. And the second, this research and Mudianingrum's research were conducted in junior high schools level.	The first difference lies in the research subject. In this study, the research subject is 1 English teacher, and in Mudianingrum's research, the research subject was 2 English teachers. The second difference is that Mudianingrum's research uses Burden's (1995) theory, while this study uses Soraya's (2022) and Saricoban's (2006) theories.
3.	Annisa Azizatur Rohmah (2019)	The similarity of this research with Rohmah's research lie in the research method, which is descriptive qualitative.	The difference between the research conducted by researchers and Rohmah's research is in the research subject. The researcher used an English teacher in this research, while in Rohmah's research, the subject used two English teachers.

4.	Trimar Keristiana, Arbain, Rinda Fitriana (2019)	The similarity of this research with Keristiana's research is that the research was conducted at the junior high school level.	The first difference lies in the research subject. In this study, the research subject one 1 English teacher, and in Keristiana's research, the research subject was 4 English teachers and 8 students. And the second is the focus of the research. Keristiana's research focus is the teacher's strategy in managing large classes and students' perceptions of the classroom management strategy used by the teacher.
5.	Gading Suswanto (2020)	The similarities between this study and Suswanto's research lie in the research method, which is descriptive qualitative.	The first is the research subject. In this research, the research subject is one English teacher in eighth grade and in Suswanto's research the research subjects were English teachers in seventh grade.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses descriptive qualitative. According to Creswell (2013) Qualitative research starts from assumptions and the use of theoretical frameworks that provide information about research problems that address the meaning of groups or individuals related to human or social problems.

Lans (2002) state that Descriptive research is about describing how reality is. Nassaji (2015) said the aim of descriptive research is to describe a phenomenon and its characteristics. This is in line with Thyer (2010) states that descriptive research aims to describe the characteristics of a sample and the relationship between situations, phenomena, and events researchers observe. Descriptive research often focuses on populations and phenomena and aims to answer the questions "what, where, who, when, and how?". The researcher want to know by collecting, analyzing, and drawing only conclusions based on the data.

In conclusion, this research is descriptive qualitative research. This research is qualitative because the data is in the form of words. And this research is descriptive because this research uses a descriptive method. The researcher want to describe the classroom management strategies after the Covid-19 pandemic used by English teachers in teaching English for the

eighth grade at SMP Batik Surakarta. So, the researcher wants to get an overview from the first data, namely observations about the classroom management strategy used by English teachers after the Covid-19 pandemic in teaching English at SMP Batik Surakarta. And the second data, namely interviews conducted with English teachers regarding the factors that influence the teacher's classroom management after the Covid-19 pandemic.

B. Research Setting

1. Place of the Research

This research was conducted at SMP Batik Surakarta. It is located in Surakarta, Central Java. SMP Batik Surakarta is supported by complete facilities to support the learning process, such as a library, English laboratory, computer room, musical laboratory, etc. And many programs are carried out by the school to improve the quality of students, such as mentoring activities for seventh grade and P5 (*Projek Penguatan Profil Pelajar Pancasila*).

2. Time of the Research

The researcher conducted pre-research on November 28, 2022. During pre-research, the researcher observed the situation of schools, students, classes, and classrooms' teaching and learning activities.

Table 1.1 Research Schedule

Activity	2022		2023				
	Nov	Dec	May	July	August	Sept	Oct
Pre-research							
Designing Proposal							
Proposal Seminar							
Collecting Data							
Analyzing Data							
Munaqosah							

C. Research Subject and Informant

1) Research subject

The research subjects included an English teacher at SMP Batik Surakarta, Mr. Nur Suharjono. This research wanted to determine the classroom management strategies used by the English teacher in teaching English in classrooms after the Covid-19 pandemic.

2) Informant

The informant of this research is an English teacher for class eight A and class eight B at SMP Batik Surakarta. For this research, the researcher chose one English teacher. The English teacher is the primary informant for this research through interviews.

D. Data and Source of the Data

1. Primary source

The primary data is data obtained by the researcher from research subjects. In this research, the primary data were obtained from the English teacher for classes eight A and eight B at SMP Batik Surakarta, namely Mr. Nur Suharjono as the primary informant and the person who delivered the material and managed the classroom during the learning process in the classroom.

2. Secondary source

The second source is data obtained by the researcher from reading books and journals related to English teachers' classroom management strategies in teaching English.

E. Techniques of Collecting the Data

According to Creswell (2013) data collection is an activity that aims to collect information to answer research questions. Two techniques used in this study, namely observation and interviews.

1. Observation

Creswell (2013) states that observation is one of the main tools in collecting qualitative research data. Observations must be tailored to the objectives and research questions. Researchers can see activities, physical settings, interactions, participants, conversations, and behavior of the researchers themselves during observations.

In this research, the researcher collected field notes by observing as observers or non-participants. The researcher collected field notes related to interactions between teachers and students from the beginning to the end of learning. Observations were made to find out about classroom management strategies. By making observations, the researcher can determine how the English teacher's strategy manages his class.

2. Interview

Given (2008) states that interviews are conversational practices in which knowledge is generated through interactions between the interviewer and the interviewee or group of interviewees. Interviews can be conducted formally in the form of surveys, over the internet, by telephone, or in face-to-face interactions, and can also be conducted informally.

In this research, the researcher used a type of semi-structured interview, where the researcher prepared questions that could develop or new questions emerged according to the situation and answers from the informants. The researcher will add new questions if the researcher gets new information from the questions that have been prepared. And this semi-structured interview aims for the researcher to obtain more detailed information from informants. Interviews were conducted to gather information regarding English teachers' classroom management

strategies in teaching English and the factors that influence the teacher's classroom management.

3. Documents

Given (2008) states that documents are text-based files that can include primary data (collected by researchers) or secondary data (collected and archived or published by others) as well as photos, charts and other visual materials. In qualitative research, documents are a complement to observation and interview methods. Documents include interview transcriptions; participant observation field notes; photos of field situations taken by researchers as activity records.

The researcher used documentation techniques to be used as a complement to support data collection from observation and interview methods. Therefore, by using documents such as teaching materials in teaching English, the researcher can collect data on the strategies English teachers use to manage classrooms.

F. Research Instrument

Wilkinson & Birmingham (2003) state that research instruments are tools for obtaining information relevant to research projects. In this research, the research instruments are as follows:

1. Observation Sheet

This observation sheet used to measure the effectiveness of the teacher's strategy in managing the class during the learning process. The observation sheet is as follows:

Table 1.2 Observation sheet

No	Items	Yes	No
1.	The teacher checks student attendance before starting learning		
2.	The teacher applies the seating arrangements before starting the lesson		
3.	Teachers can create comfortable classrooms for students		
4.	The teacher varies the sound quality according to the type of activity or lesson that takes place		
5.	The teacher uses a whiteboard to convey material		
6.	The teacher uses other equipment besides the whiteboard to convey the material		
7.	The teacher sets the rules when learning takes place		
8.	The teacher provides feedback verbally		
9.	The teacher provides written feedback		
10.	The teacher provides feedback with action		
11.	The teacher provides symbolic feedback		
12.	Teachers give rewards to students who excel or behave well during learning		
13.	The teacher manages the time of the teaching and learning process		
14.	The teacher manages student grouping (working individually, in pairs, in groups).		
15.	The teacher carries out monitoring activities when the learning process takes place		

2. Interview Guide

The interview guide was used to find out more about the English teacher's strategy in managing her class after the Covid-19 pandemic and the factors that influence the teacher's classroom management. This interview guide is also used to find out the teacher's responses regarding the learning that has been carried out. The interview questions are as follows:

- a. How do you apply classroom management strategies when teaching in the classroom after the Covid-19 pandemic?
- b. What strategy do you use in arranging student seating?
- c. What rules did you set during the teaching and learning process after the Covid-19 pandemic?
- d. What factors influence your classroom management after the Covid-19 pandemic?

G. Trustworthiness of the Data

The data that the researcher collected includes interview data, observation sheets, documents, and photos. From the data collected, it is necessary to check the validity of the data to find out whether the research is credible. The researcher used triangulation for this research. According to Creswell (2013) data triangulation is data collected through several sources. In triangulation, the researcher uses several sources, theories, and methods to provide corroborating evidence. That is, in obtaining credible data in this research, the researcher did not only make observations but also conducted

interviews and documentation. So by using some of these research methods, the researcher can compare the results obtained from each method. And from the data collected using the three methods. The data collected by the researcher must be the same.

According to Carter et al. (2014) state that triangulation refers to the use of several data sources or methods in qualitative research to develop a comprehensive understanding of a phenomenon. That is, triangulation is an attempt to check the data's correctness by reducing the bias during the data collection and analysis process as much as possible.

Denzin (1978) says that triangulation consists of four things, namely: (1) triangulation of method, (2) triangulation of data source, (3) inter-researcher triangulation, and (4) theory triangulation. To check the validity of the data in this research, the researcher used two triangulations, namely triangulation of method and triangulation of data source.

1. Triangulation of method

The triangulation method is done by comparing data or information in different ways. In this research, the researcher used observation and interview methods to obtain correct information about the data obtained at SMP Batik Surakarta.

2. Triangulation of Data Source

Triangulation of data sources is exploring the truth of information through various methods and sources of data acquisition. The researcher

used data sources such as field notes, observation sheets, and interview transcripts in this research.

H. Techniques of Analyzing the Data

Given (2008) state that data analysis is an integral part of qualitative research and is an important stepping stone in collecting data and connecting findings to high-level concepts. There are many variants of qualitative research that involve various forms of data analysis, including interview transcripts, field notes, conversation analysis, and visual data, whether photos, films, or observations of events on the internet. According to Miles & Huberman (1994) data analysis was not carried out directly; rather, it is specially created, revised, and “choreographed.”

In this research, the data analysis technique is the Miles and Huberman data analysis model. Miles & Huberman (1994) stated that the activities in data analysis, namely, data reduction, data display and conclusion drawing/verification:

1. Data Reduction

Not all data obtained from the field is important. Therefore it is necessary to do data analysis through data reduction. Reducing data means summarizing, selecting and focusing on the important things, looking for themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and look for it if necessary.

In this research, data reduction was carried out during research activities. The researcher reduces information during research if the data does not support it and is not needed by the researcher. When the researcher made observations in the teaching and learning process in class, the researcher will choose to focus on classroom management strategies teachers use.

2. Data Display

Display data aims to make it easier to understand what happened and plan further work based on what has been understood. As the second activity in analyzing data, this technique is used in compiling information and describing data in the form of descriptions or narratives to draw conclusions. Data is organized by displaying data to make it easier to understand. By displaying data, the researcher consider what to do, the researcher can take or analyze other actions based on their understanding. In this research, the researcher display the data for the observations in narrative text form according to Soraya's theory (2022). For the interview results, the researcher display the data by describing the data in the form of narrative text.

3. Conclusion

In qualitative research, findings can be in the form of pictures or descriptions of a previously dark object so that it becomes clear when researched. The initial conclusions presented are still temporary and will change if strong evidence is not found to support further activities in

collecting data. However, if the initial conclusions are supported by strong, consistent and valid evidence or data, then when the researcher returns to the field, the conclusions are credible. In this research, the researcher concluded by reviewing field notes, namely observation sheets and the results of interviews with informants.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Research findings consist of a description of the data found. It contains descriptions and descriptions of data related to classroom management strategies used by English teachers and factors that influence English teachers' classroom management.

1. Classroom Management Strategies Applied in Teaching English After Covid-19 Pandemic at SMP Batik Surakarta

Based on data obtained from observations and interviews, the researcher found classroom management strategies used by English teachers in the classroom. This strategy is divided into three aspects, namely physical environment, psychosocial environment, and classroom activities management.

a. Physical environment

The physical environment can play a big role in implementing classroom management strategies. The physical environment aspect refers to the overall design and layout of the classroom and learning center, this is to maximize the learning opportunities and involvement of each student. The physical environment aspect focuses on the seating arrangement, sight, sound, comfort, whiteboard and equipment usage. Regarding seating

arrangements, the English teacher in classes eight A and eight B applies the same seating arrangement strategy in both classes, namely by arranging the students' seats in rows or "Orderly Rows". The seating consists of 2 students with separate tables.

Based on the first to fourth observations, in classes eight A and eight B, the teacher used orderly rows when the teacher explained the material. Student seating consists of two students with separate tables. However, students are free to sit close to anyone, usually they will sit with close friends or friends from their circle. This seating arrangement allows interaction between the teacher and all students in the class and students can easily focus their attention on the teacher. This can be seen from the learning process, namely when the teacher delivers material, the teacher interacts with students to make them more active. Regarding this seating arrangement, the English teacher in class eight A and eight B tend to apply the same seating arrangement, namely orderly rows in every learning activity in the classroom. This can be seen from the first to fourth observations made by the researcher, that during the four meetings, the teacher always applied the same seating arrangement, namely orderly rows, in his learning activities.

The teaching and learning process in class runs quite conducive even though sometimes class conditions are disturbed and not conducive. However, when the classroom atmosphere becomes

less conducive, the teacher always tries to make the class conducive again by calling the names of the crowded children to be silent. The teacher also always closes the classroom door to minimize noise from outside the classroom. So that there are no external sounds that disturb the learning process. In the classroom, the lighting is bright enough with the lights on and windows so that light from outside can come in. Both classrooms are quite neat and look clean. Classes are also supported by Air Conditioning (AC) and fans. So it can be concluded that the classroom environment of classes eight A and eight B is clean, cool and comfortable for learning.

In using the learning equipment, in the first observation on Monday, 24 July 2023 in class eight B, the teacher used laptop computer, LCD and material books to present the material. In the second observation on Monday, 24 July 2023 in class eight A, the teacher used laptop computer, LCD, material books, and mobile phone. The third observation on Tuesday, 25 July 2023 in class eight B, the teacher and students used laptop computer, LCD, material book, and also whiteboard to write answers to practice questions given by the teacher. The fourth observation on Wednesday, 26 July 2023 in class eight A, the teacher used material book to teach the material and whiteboard to writes the answer. In observations made by the researcher, it was found that the teacher rarely used whiteboards and the teacher more often used laptop computers and

Liquid Crystal Displays (LCD), as well as module books in delivering English language material. In the second observation carried out by the researcher on Monday 24 July 2023 in class eight A, the teacher also used a mobile phone for learning in the classroom. In this second observation, the researcher found that students looked very enthusiastic when learning using mobile phones. So it can be concluded that, after the Covid-19 pandemic, the teacher continue to use digital media for learning in the classroom. This is also supported by interviews conducted by the researcher with the English teacher in classes eight A and eight B. The teacher said that most learning uses digital media or gadgets

b. Psychosocial Environment

Psychosocial environment in the classroom refers to the psychological and social factors that involve interactions in the classroom. The psychosocial environment aspect focuses on establishing rules, providing feedback and giving rewards. Based on the results of the interview on Friday, 4 August 2023, regarding setting the rules, the teacher set the rules and agreed upon them together with the students. These rules are agreed upon at the start of the lesson, namely at the time of the first meeting. An example of a rule agreed upon with students is regarding seating. In the seating arrangement, students are free to sit close to anyone, usually they will sit with their close friends or friends from their circle. Apart

from that, the teacher also made an agreement regarding eating and drinking, that students were allowed to drink while the learning process in class, but the teacher did not allow students to bring food into the classroom when learning was about to start. This is in line with observations made by the researcher in the third observation on Tuesday, 25 July 2023, where the teacher asked students to finish the food that was still on the table and reminded students not to bring food as agreed at the beginning of the meeting. Apart from that, the teacher also sets rules for students who have completed assignments when learning in class, the teacher will give free time to these students, this is in line with observations made by the researcher in the first, second and fourth observations where the teacher gives free time as reward to students who have completed their worksheets before the allotted time runs out. Then, in interview the teacher also said the regulations regarding students who forget to bring textbooks, and do not submit assignments on time will be given sanctions and these sanctions are determined by the students themselves.

Based on the fourth observation made by the researcher in eighth grade A, it was found that the teacher provides verbal and action feedback to students. Verbal feedback and action are given to students who can answer questions correctly. Verbal feedback such as "OK good", "Nice!", "Yes, good!", "Good job!". Then action

feedback, namely thumbs up. Apart from that, providing feedback is also included in giving rewards to students, namely by giving praise and applause.

One form of reward given by the English teacher is giving praise and applause. Praise is in the form of words that praise student achievements. Rewards are given specifically to students who can contribute to the learning process. Based on the results of the fourth observation on Wednesday 26 July 2023 in class eight A, the teacher gave praise and invited other students to give applause to the student who got the best score. Apart from that, the teacher sometimes also give rewards to students in the form of free time. This can be seen from first, second, and fourth observations made by the researcher that the teacher provide free time for students who have completed assignments well and correctly when learning in class. In this free time, students are free to do anything, including playing on mobile phones, free time is given for around 10 minutes.

c. Classroom Activities Management

Classroom activities management refers to monitoring activities carried out by the teacher to find out whether the classroom management strategies used are running as planned. Classroom activities management focuses on managing time, managing individuals, group work, and pairs, and the last one focuses on monitoring activities. Based on the first to fourth observations, the

teacher organizes learning time into three parts, namely opening, main activities and closing. The teacher always try to be on time in starting and ending activities. Then, in managing student work, the teacher divides it into two, namely individual work and group or pair work. This can be seen in the third observation carried out by the researcher, based on the third observation on Tuesday 25 July 2023 in class eight B, the teacher gave the task to work on the questions in the module book in pairs. In this observation, the teacher frees students to choose their partners. This was also proven in interviews conducted by the researcher with an English teacher, the teacher said, there are two assignments, group or pair work and individual work. The teacher varies activities individually or in pairs depending on the type of assignment to be carried out.

In monitoring activities, based on the first observation on Monday 24 July 2023 in class eight B, the teacher do not carry out many monitoring activities. The teacher tend to sit at their desks more often. And the teacher only walks around the front of the class. The second observation on Monday 24 July 2023 in class eight A, the teacher more often in front of the class. The third observation on Tuesday 25 July 2023 in class eight B, the teacher carried out monitoring activities by going around the class and monitoring students' understanding of the material and assignments given, as well as checking students' work. The fourth observation on

Wednesday 26 July 2023 in class eight A, the teacher only walks around the front of the class. This can be seen when the teacher approaches the student's desk and asks about the student's understanding of the assignment given. While the researcher was carrying out observation activities, the researcher found that the teacher rarely carried out monitoring activities by going around the classroom. The teacher tends to be in front of the class more often, including when delivering material, the teacher often sits at the teacher's desk. This is possible because the class size is not too large, making it quite difficult for the teacher to go around the classroom and check student work or interact more closely with students.

2. The Factors that Influence The Teacher's Classroom Management After The Covid-19 Pandemic in SMP Batik Surakarta

Based on an interview with Mr. Jon, who is an English teacher, about the factors that influence teachers' classroom management after the Covid-19 pandemic at SMP Batik Surakarta, the researcher found that there were several factors that influenced the classroom management used by the English teacher in class eight A and eight B at SMP Batik Surakarta:

a. Factors Concerning Students

Based on the results of interviews between the researcher and the English teacher, it was found that the factors that influence teachers'

classroom management regarding students are the differences in attitude or personality of each student, both in class eight A and class eight B. This causes the learning and teaching process to not work in a conducive manner, especially after the Covid-19 pandemic, when students initially still needed adjustments to face-to-face learning. Furthermore, factors that are quite worrying and cause teachers' classroom management strategies to change are economic factors and students' backgrounds. After the Covid-19 pandemic, teachers are still using learning applications to teach English to students. However, in an interview conducted by the researcher with the resource person, the resource person said he was quite concerned about students whose mobile phones had not been updated to the latest version, so that when teachers provided lessons that required students to use their mobile phones, there were children who could not access them because The mobile phone hasn't been updated yet. This is what causes teachers' classroom management to change. And finally, the teacher will combine the child with other students whose mobile phones support the application. After finding out, it turned out that the student's background came from an underprivileged child.

b. Factors Concerning School Environment

Based on interviews between the researcher and English teachers, it was found that what influenced the physical classroom environment

was the use of whiteboards and equipment. Students are less interested in learning when teachers deliver material using a whiteboard after the Covid-19 pandemic, students are more interested in learning using digital media. This is in line with observations made by the researcher that students are more enthusiastic when learning using a mobile phone and the teacher displays images on the projector screen related to the learning material. The English teacher also said during an interview with the researcher that the teacher more often uses laptop computers and mobile phone to deliver material in after Covid-19 pandemic era. Meanwhile, the factor that influences the social environment of the class is that the class size is not too large, making it quite difficult for teachers when they want to go around the class to check student work or interact more closely with students. This is in line with observations made by the researcher that teachers are more often in front of the class and rarely go around the class to carry out monitoring activities on students.

c. Factors Concerning Teachers

In observations made by the researcher, it was found that the teacher did not vary the quality of the voice according to the type of activity or learning taking place. In the teacher's voice factor, teachers tend to speak with the same voice quality in every activity. This can be seen when the teacher is explaining material to students and when

the teacher reprimands students who are crowded. Apart from that, the teacher tend to be fixated on one place in the classroom, namely at the front of the class. It can be seen that the teacher rarely monitor or go around the class.

B. Discussion

After the research results were explained clearly, the researcher explained them in more detail. In this sub-chapter, the formulation of the research problem is discussed: how do the English teachers apply the English teaching classroom management strategies after the Covid-19 pandemic and what are the factors that influence the teacher's classroom management after the Covid-19 pandemic? Based on data analysis that has been done previously. The explanation is presented as follows:

1. Classroom Management Strategies Applied in Teaching English After Covid-19 Pandemic at SMP Batik Surakarta

Based on the results of observations and interviews, in this section the researcher discusses the classroom management strategies used by English teachers after the Covid-19 pandemic at SMP Batik Surakarta. Based on research findings, it is divided into three aspects of classroom management strategies used by English teachers in the classroom. These aspects are the physical environment, psychosocial environment, and classroom activities management.

a. Physical environment

Physical environment refers to the overall design and layout of classrooms and learning centers, this is to maximize the learning opportunities and involvement of each student. The physical environment aspect focuses on the seating arrangement, sight, sound, comfort, whiteboard and equipment usage. In the physical environment aspect, teachers must create and organize classroom arrangements based on teaching objectives. And teachers also need to maximize the use of classroom equipment to support the learning process. Based on the results of observations, the eighth grade in an excellent class environment SMP Batik Surakarta is clean, cool and comfortable. The class is also supported by Air Conditioning (AC), fans, and light. The classroom is quite neat and looks clean, and there are no disturbing sounds from outside. Even though sometimes class conditions are disturbed and not conducive, the eighth grade English teacher in the excellent class of SMP Batik Surakarta can overcome this so that class conditions can be conducive again.

Apart from that, the classroom is also equipped with a whiteboard, projector screen, and Liquid Crystal Display (LCD). So the teacher can use it to support the teaching and learning process. The teacher uses this equipment to convey material, provide instructions or give examples so that students can easily understand the material. Even though the class size is not too big, the classroom conditions feel comfortable for studying. This is in line with the

opinion of Megawati et al. (2020) who states that a classroom that is neat and clean, has sufficient lighting, and is free of noise will make students feel comfortable and ready to learn the material. It is also supported by Brown (2001) who says that classrooms should be as free as possible from outside sounds or noise (outside machines, road noise, hallway noise, etc.).

The seating arrangement for eighth grade students in the excellent class is Orderly rows. In research findings, the teacher makes mutual agreements with students regarding student seating.. The seating arrangement with the Orderly Rows seating model is where students sit one by one in several rows facing the teacher and the whiteboard or screen. So in this orderly rows seating model, it is possible to build interaction between teachers and students, it is easier for teachers to interact and build communication with students, as well as making it easier for teachers to deliver material. This is supported by Harmer (2007) who said that an orderly seating arrangement has the advantage that the teacher can see all the students, and the students can also see the teacher, making it easier for the teacher to deliver learning material and provide direct guidance, make eye contact with the student you are talking to.

In using equipment for teaching, eighth grade English teachers at SMP Batik Surakarta more often use digital media in delivering material in the post-Covid-19 pandemic era, the teacher

more often use laptop computers, Liquid Crystal Displays (LCD), and mobile phones to present the material. And the teacher rarely use whiteboards. Students also look enthusiastic when learning using mobile phones and are more interested in learning presented via a projector screen. So it can be concluded that the use of digital media is still in demand for use in learning after the Covid-19 pandemic even though learning is carried out face-to-face. As highlighted in Mahajan et al. (2023) It is true, COVID-19 has brought about significant transformation and innovation in education. Digital transformation in education is accelerating due to COVID-19 and the growth of information technology capabilities.

b. Psychosocial environment

Psychosocial environment in the classroom refers to the psychological and social factors that involve interactions in the classroom. Megawati et al. (2020) stated that the physical and psychosocial environment plays an important role in managing junior high school students' English classes. The psychosocial environment aspect focuses on establishing rules, providing feedback and giving rewards. In managing the psychosocial environment, a teacher needs to provide a classroom atmosphere that can build students' self-confidence so that they can learn more happily and effectively. Based on research findings, the rules set by the English teacher which involve students are regarding seating,

rules for eating and drinking in class, and giving free time to students who have finished working on questions or assignments from the teacher. This shows that the English teacher is aware of being fair and clear by setting rules that not only the teacher but also involve the students. This is in line with Marzano & Marzano (2003) who state that, ideally the class sets class rules and procedures through discussion and mutual agreement between the teacher and students. Rules can be defined as general expectations about acceptable and unacceptable behavior that cover a situation. So the teacher must also be careful in setting rules, the aim is that the rules make sense for both parties.

Apart from setting rules, the psychosocial environment also focuses on providing feedback. Feedback should be managed as information and not as an evaluation of the student. As mentioned by Linse (2005) giving feedback to students must be specific and related to what they are doing. Feedback can be an important tool for improving student learning and achievement. This is supported by Ellis (2009) theory which states that feedback is known to contribute to language learning and in pedagogical theory positive feedback is seen as important because it provides affective support to students and fosters motivation to continue learning. Based on the result findings, the teacher provides feedback to students verbally and in action. Verbal and action feedback is given by the teacher

during learning, namely the teacher asks questions and then asks students to answer them. This can stimulate students' thinking about learning, and providing verbal feedback can provide faster and more direct interaction between students and the teacher. This is supported by Shatri & Zabeli (2022) who states that verbal feedback is fast and easy for students and teachers because it takes less time to say something than to present it in writing.

In addition to setting rules and providing feedback, in a psychosocial environment, the English teacher also provides rewards. The teacher provides rewards in the form of free time, and giving praise and applause. According to Phungphai & Boonmoh (2021) the use of awards is one of the approaches used to increase self-development in the classroom. So it can be concluded that giving rewards can be useful in encouraging students to achieve learning targets. This is also very useful for the teacher to take advantage of giving rewards in creating good classroom management so that learning objectives can be achieved. In giving rewards, the teacher also needs to be careful so that other students do not feel compared, social comparison may influence the development of children's perceptions of success. This is supported by Ching (2012) that giving awards is intended to convey competence, if not given carefully, it can encourage students to compare their performance with the performance of their friends.

c. Classroom activities management

During Covid-19, learning cannot run normally, and the teacher and students cannot carry out face-to-face learning. This causes teacher to not be optimal in carrying out monitoring activities. So after the 19 pandemic, the teacher need to determine good classroom management strategies, one of which is a strategy for monitoring classroom activities. Classroom activities management focuses on managing time, managing individuals, group work, and pairs, and the last one focuses on monitoring activities. In managing and controlling learning activities, a teacher needs to know what students like to build a picture of topics and activities that can be used in their learning.

Based on research findings, the English teacher manages his time quite well. The teacher organizes learning time into three parts, namely opening, main activities, and closing. Managing time well is in line with Brown (2001) that time is an element that must be included in the learning plan. If a teacher ends a lesson early then supporting activities need to be included. If the lesson is not finished but time has run out then the teacher should end the lesson and the teacher can continue the next day.

In managing student work, the English teacher divides student work into two, namely individual work and pair work. Individual work tends to be used more often by the teacher in the

classroom. This is in line with McLeod et al. (2003) which states that in traditional classrooms, it is common to see the teacher at the front of the room giving instructions and then giving sitting assignments to be completed individually by students. Individual work can be used to determine the level of understanding of each student. With this strategy, individuals work alone to learn, practice and demonstrate skills or understanding related to learning. Apart from that, the English teacher also divided the students' work into pair work. Pair work is possible even when the class is sitting in orderly rows, students can work with the person next to them, in front of them, or behind them. Interactions with great learning opportunities can come when working in pairs. This can be seen in students who work in pairs having the opportunity to get input from their peers. This is supported by Harmer (2007) who states that pair work can provide opportunities for students to be more independent because students complete work without being controlled by the teacher, so they can decide what language to use to complete their assignments, and they can make decisions. about how they will learn on their own.

Based on the findings related to monitoring activities, the English teacher rarely goes around the classroom to carry out monitoring activities, the teacher tends to be in front of the class more often. In this case, the teacher needs to carry out class

monitoring activities by asking students to ensure students' understanding or by going around the class. This is in line with what was stated by Harmer (2007) that teachers can go around the class to listen and observe certain pairs or groups to help students.

2. The Factors that Influence The Teacher's Classroom Management After The Covid-19 Pandemic in SMP Batik Surakarta

Classroom management is a broad term that is influenced by many factors and these factors are what make a classroom manageable or unmanageable. It is important for teachers to pay attention to these factors and adapt their classroom management strategies to create an effective learning environment. Based on the results of the interview, there are several factors that influence the classroom management used by the English teacher in classes eight A and eight B at SMP Batik Surakarta after the Covid-19 pandemic. These factors are divided into three, namely factors regarding students, factors regarding the school environment, and factors regarding teachers. Factors that influence teachers' classroom management regarding students are differences in attitudes or personalities of each student, both in class eight A and class eight B. As well as economic factors and student backgrounds. Based on Postholm (2013) states that teachers must consider student characteristics, such as age, ethnicity and cultural and socio-economic background when wanting to create a supportive classroom

environment. So it can be concluded that teachers need to know well the characteristics and background or socio-economics of their students before implementing classroom management strategies.

The next factor is a factor that concerns the school environment. Factors relating to the school environment are divided into two factors, namely factors that influence the physical environment of the class and factors that influence the social environment of the class. Factors that influence the relationship with the physical environment of the classroom are the use of whiteboards and equipment. Students are less interested when the teacher delivers lesson material using a whiteboard, students are more interested in learning using digital media. It is possible that digital media is more attractive to students and offers an alternative delivery of material that is potentially more enjoyable than delivering material delivered by the teacher via the blackboard. Keane (2012) explains that digital media consists of digital tools (computers, laptops, cell phones) that are provided online (internet) or offline. It can be concluded that digital media is the use of computers, laptops and mobile phones either online or offline which includes the use of digital media, such as those used by the English teacher, namely PowerPoint presentations and applications related to learning. The teacher can make the best use of digital media in the classroom by developing their awareness of various digital technologies and carefully considering the use of digital media to support student learning.

The the factor that influences the social environment of the class is that the class size is not too large, making it quite difficult for the teacher when he wants to go around the class to check student work or interact more closely with students. According to Wang & Calvano (2022) class size can also influence teachers' interpersonal styles, which can influence their interactions with students. This is also supported by Agemso (2020) which states that when the class size is not proportional to the number of students, it is difficult to organize class activities.

The factor regarding teachers that influences classroom management strategies is the teacher's voice factor. Based on the results of observations, in the teaching and learning process, the teacher does not vary the quality of the voice according to the type of activity or learning taking place. Teachers tend to speak with the same voice quality in each activity. Voice is the teacher's main tool which plays an important role in the learning process. Voice has an important influence in the classroom which is related to how the teacher speaks and what kind of voice will be used in delivering material in front of the class. Therefore, teachers need to pay attention to voice quality in the teaching and learning process. This is in line with Cangelosi (2013) who states that like body language, the tone of voice the teacher uses influences how students receive the teacher's message.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this chapter, the researcher concludes this research. Based on research findings and discussion, several conclusions can be drawn as follows. There are three aspects of classroom management strategies carried out by the English teacher in excellent classes, classes eight A and eight B at SMP Batik Surakarta. Namely physical environment, psychosocial environment, and classroom activities management. The physical environment aspect focuses on the seating arrangement, sight, sound, comfort, whiteboard and equipment usage. The first, related to seating arrangements, is that the teacher uses one type of seating arrangement, namely orderly rows when teaching in class. Second, regarding sound and comfort, the class looks clean and comfortable to use for learning, then the teacher also pays enough attention so that students can study comfortably, namely by minimizing distracting sounds from outside. Third, regarding the use of whiteboards and equipment, teachers rarely use blackboards. After Covid-19 pandemic, teacher use digital media and gadgets more often. This shows that in the after Covid-19 pandemic, English teacher in classes eight A and eight B continue to utilize digital media for learning in the classroom and the use of digital media is still in demand and is still relevant for use in

after Covid-19 pandemic learning even though learning is conducted face-to-face.

The psychosocial environment aspect focuses on establishing rules, providing feedback and giving rewards. The first is related to setting rules. The eighth grade English teacher sets the rules by involving the students. This shows that English teacher can be fair and clear by setting rules that not only the teacher but also involve the students. Second, regarding providing feedback, teacher more often provide feedback verbally and in action. Third, related to giving rewards, teacher also give rewards to students who contribute to the learning process. The teacher provides rewards in the form of free time, and giving praise and applause.

Classroom activities management focuses on managing time, managing individuals, group work, and pairs, and the last one focuses on monitoring activities. The teacher organizes learning time into three parts, namely opening, main activities, and closing. In managing student work, based on the results of observations, English teacher in eighth grade divides student work into two, namely individual work and pair work. Regarding monitoring activities, English teacher in eighth grade rarely go around the classroom to carry out monitoring activities, teacher tend to be in front of the class more often.

The factors that influence the classroom management used by English teacher in classes eight A and eight B at SMP Batik Surakarta after the Covid-19 pandemic are divided into three, namely factors concerning

students, factors concerning the school environment, and factors concerning teachers. Factors concerning students are differences in student attitudes or personalities, as well as economic factors and student background. Then factors relating to the school environment are divided into two factors, namely factors that influence the physical environment of the class and factors that influence the social environment of the class. Factors that influence the relationship with the physical environment of the classroom are the use of whiteboards and equipment. The factor that influences the social environment of the class is that the class size is not too large, making it quite difficult for the teacher when he wants to go around the class to check student work or interact more closely with students. The final factor that influences the classroom management used by English teacher in classes eight A and eight B at SMP Batik Surakarta after the Covid-19 pandemic is the teacher's voice factor.

B. Suggestions

After analyzing the data and drawing conclusions, the researcher has several suggestions for schools, teachers, readers and researchers. The suggestions can be seen as follows.

1. For Schools

The researcher has suggestions for schools to pay more attention to school infrastructure. For example, class size. The class size must be

proportional to the number of students so as not to make it difficult for teachers and students to carry out activities in the classroom.

2. For Teachers

The researcher has suggestions for English teachers in class eight A and class eight B to implement different classroom management strategies in the two classes. The teacher needs to have different classroom management strategies when teaching in class eight A which is the excellent class of digital and in class eight B which is the excellent class of English.

3. For Readers

Hopefully, this research can be useful and can be a reference for readers who choose titles on the same topic as the researcher. Readers are expected to be able to learn more sources and references related to classroom management strategies and the effectiveness of the learning process in the classroom so that research results can be better and more complete.

4. For Researchers

Researchers realize that the results of this research are not perfect research. Therefore, this research needs improvement for future researchers in order to obtain better and more perfect research results.

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APPENDIX

APPENDIX 1 : FIELD NOTE

1. Day / Date : Monday, 24 July 2023

Time : 08.00 – 09.20

Place : VIII B

The first observation was carried out on Monday 24 July 2023 at 08.00-09.20 WIB. The teaching and learning process began with the teacher saying bismillah and greetings. After opening the lesson, the teacher asks the students to tidy up their positions and seats and condition the class so that the learning process takes place comfortably, after that, the teacher then checks the students' attendance. In checking teacher attendance, the teacher does not check names one by one because calling 28 students takes a lot of time. The teacher asked "Is anyone absent today?". The teacher introduces the researcher and the teacher warms up the students about the material that will be studied and then prepares all the equipment that will be used for learning such as laptop computers, LCDs and material books. Then the teacher starts with the trigger question "What are your hobbies?" and the teacher asks students to look at the image visible on the projector screen. These pictures are pictures of hobbies and interests. In the core activity, the teacher explains the present simple (positive and negative). All explanations are done verbally, the teacher explains the material displayed on the projector screen and translates the material. After providing an explanation

regarding the present simple material, the teacher then asks students to do the worksheet. The teacher gives free time as reward to students who have completed their worksheets before the allotted time runs out. Then the teacher and students discuss the results together. Teachers do not carry out many monitoring activities. Teachers tend to sit at their desks more often. The teacher conveys the material orally and only sits at the teacher's desk, and the teacher only walks around the front of the class. The core activities are going well. In the closing session, the teacher ends the activity by saying closing greetings.

2. Date : Monday, 24 July 2023

Time : 10.15 – 11.35

Place : VIII A

The second observation was carried out on Monday 24 July 2023 at 10.15-11.35 WIB. The teaching and learning process was initiated by the teacher by saying bismillah and greetings. After opening the lesson, the teacher asks students to straighten out their seats with their friends in front of them, after which the teacher checks the students' attendance. After that, the teacher prepares all the equipment that will be used in the teaching and learning process. The teacher uses the same material as when the teacher taught in eighth grade B. The teacher starts with trigger questions and asks students to name their hobbies one by one. In the core activity, the teacher explains the present simple (positive and negative). The teacher displays the

material using a laptop computer and LCD, then explains the material and translates it. After providing an explanation about present simple material, the teacher asked the students to take their mobile phones which were collected at the teacher's desk and then invited the students to play, namely by working on questions about the present simple (positive and negative) using an application called Quizziz. The teacher shares a link, then students are asked to enter the link and work on the questions together. Once finished, the teacher asks students to work on the questions in the module book. The teacher gives free time to students who have completed the assignment well. Then the teacher and students discuss the results together and for each question, the teacher appoints one student to answer the question. In the closing session, the teacher ended the activity by saying Hamdalah and closing greetings.

3. Date : Tuesday, 25 July 2023

Time : 10.15 – 11.35

Place : VIII B

The third observation was carried out on Tuesday 25 July 2023 at 10.15-11.35 WIB. The teaching and learning process was initiated by the teacher by saying bismillah and greetings. Then the teacher checks the students' attendance. The teacher also asked students to straighten their seats, and asked students to finish the food that was still on the table and reminded students not to bring food as agreed at the beginning of the

meeting. Then the teacher prepares all the equipment that will be used for learning such as laptop computers, LCDs and material books. After that, the teacher warms up the students by asking about the material yesterday to find out whether the students still remember it or not. For core activities, the teacher continues the material, namely about present continuous for activities happening now. The teacher displays the material on the projector screen, then explains the material and occasionally translates it into Indonesian so that it is easy for students to understand it. After explaining the material, the teacher gives students practice to answer the questions in the module book. The teacher also carried out monitoring activities by going around the class and monitoring students' understanding of the material and assignments given, as well as checking students' work. After the work time is up, the teacher asks students to write their answers on the whiteboard, all students can volunteer to answer. After that, the teacher asks students to work on the questions in the module book again in pairs. Students are free to choose their partners. Because it takes a long time to do it, the teacher asks students to collect the results. Then the teacher closed the meeting with Hamdalah together, then the teacher said closing greetings.

4. Date : Wednesday, 26 July 2023

Time : 10.15 – 11.35

Place : VIII A

The fourth observation was carried out on Wednesday 26 July 2023 at 10.15-11.35 WIB. The teaching and learning process was initiated by the teacher by saying bismillah and greetings. Then the teacher asks the students to tidy up their seats and checks the students' attendance. After that, the teacher prepares a laptop computer that will be used to present the material. Before the main activity, the teacher reviewed the material from last Monday, namely about the present simple, this was to ensure that students had understood the material before the teacher taught the next material. After that, in the core activity, the teacher continues the material, namely about present continuous for activities happening now. The teacher explains the material to students and translates it so that students understand better. After finishing explaining the material, the teacher then gives practice questions to the students. The teacher asks students to work on the questions in the module book. The teacher also provides free time for students who have finished working on the questions. Then the teacher and students discuss the results. The teacher reads the question and appoints one student to answer it, and the teacher writes the answer on the whiteboard. The teacher also gives praise to students who answer questions correctly, such as verbal praise: "Yes, good!, Good job!" and also raises his thumbs, and asks all students to give applause to the student who got the highest score. In the closing session, the teacher and students ended the activity by saying Hamdalah together then the teacher said closing greetings.

APPENDIX 2 : TRANSCRIPTION OF INTERVIEW

Date : Friday 4 August 2023

Resources : Nur Suharjono S. Pd., Gr. M.Si

Interviewer : Chusnul Chotimah

Place : Language laboratory

This meeting between the researcher and the english teacher, his name is Mr. Nur Suharjono S. Pd., Gr. M.Si. The dialogue can be seen in the following text:

The Researcher : Assalamu'alaikum Wr. Wb pak

The Teacher : Wa'alaikumsalam Wr. Wb, oh iya mbak. Yang kemarin observasi ya?

The Researcher : Betul pak, Saya kemarin sudah janji sama bapak untuk wawancara di hari Jum'at ini dengan jenengan pak.

The Teacher : Iya mbak, disini saja, silahkan mau tanya apa?

The Researcher : Saya ingin bertanya terkait strategi pengelolaan kelas dan faktor-faktor yang mempengaruhi pengelolaan kelas di kelas bapak. Yang pertama, ini pak, bagaimana bapak menerapkan strategi pengelolaan kelas saat mengajar di kelas setelah pandemi Covid-19?

The teacher : Membangun komunikasi, jadi membangun komunikasi dan kolaborasi sebenarnya mbak, dan interaksi antara guru dan siswa. Jadi kolaborasinya itu diawal membuat kesepakatan. Itu kan kurikulum merdeka, jadi ketika pembelajaran diawal itu membangun semacam kesepakatan dan itu muncul dari usulan-usulan siswa, awalnya itu kan dari komunikasi itu kan, kemudian usulan kita tampung dan terjadilah kesepakatan bersama. Jadi, masuk kelas diusahakan sudah tidak membawa makanan, kemudian membuat kesepakatan boleh minum pak? Boleh. Itukan kesepakatan antara guru dan siswa, kemudian di kelas kalo pengerjaan tepat waktu boleh begini pak, begitu.

The researcher : Terkait strategi dalam pembelajaran, kan kelas delapan A itu unggul di digital, nah apa beda strateginya dengan kelas delapan B yang unggul di bahasa Inggrisnya itu pak?

The teacher : Itu sama mbak. Karena untuk penjurusan kelas unggulan itu tidak berdasarkan pada kemampuan awal tapi berdasarkan kesukaan, minat. Nah, kadang di kelas delapan A itu ada yang pinter bahasa Inggris melebihi yang kelas delapan B, ada, padahal kelas digital. Nah, jadi ditanya spesifik seperti itu belum bisa menjelaskan, kecuali kalau besok aturan baru ketika penjurusan kelas unggulan itu betul-betul disaring dari nilai, kemudian dari bakat baru bisa dijawab itu.

- The researcher : Oh nggih pak, selanjutnya terkait strategi dalam mengatur tempat duduk siswa pak, strategi apa yang digunakan untuk mengatur tempat duduk siswa?
- The teacher : By kesepakatan siswa, tempat duduk kita pakai yang model baris itu, seperti umumnya. Kalo di kelas delapan B terutama itu nggak bisa sama terus, karena kan itu grouping-grouping itu ya mbak ya, jadi yang namanya satu kelas itu dekat dengan ini seperti itu, biasanya acak terus kecuali laki-laki, kalau yang laki-laki kan hanya sembilan jadi ya disitu terus tapi kalau perempuan pindah-pindah terus.
- The researcher : Tapi kalau ada tugas itu biasanya lebih ke individu, kelompok atau berpasangan pak?
- The teacher : Tugas ada dua, tugas kelompok dan tugas individu.
- The researcher : Untuk penggunaan media atau penyampaian materinya itu lebih ke menggunakan digital ya pak?
- The teacher : Kalo saya iya, pembelajaran kebanyakan pakai media digital atau gadget. Penugasan individu itu termasuk bikin video, ngevlog gitu
- The researcher : Iya pak, terkait aturan tadi diawal berdasarkan kesepakatan bersama ya pak? Itu aturannya apa saja pak?

The teacher : Kesepakatannya itu, nomor satu peraturan, kalo tidak bawa buku sanksinya apa, mereka yang menentukan, terus tidak menyelesaikan tugas tepat waktu sanksinya apa mereka yang menentukan. Intinya gini, kalo kesepakatan kan siswa usul saya juga usul, nah usulan yang saya sampaikan ke siswa itu hanya satu intinya tidak ada PR, jadi kalo penugasan di sekolah selesai berarti tidak ada PR, dirumah free. Tapi kalo di sekolah anda tidak serius maka timbullah PR.

The researcher : Baik pak, kemudian terkait faktor-faktor yang mempengaruhi pengelolaan kelas pak. Faktor apa saja yang mempengaruhi pengelolaan kelas pandemi Covid-19?

The teacher : Kalo ini faktor perbedaan sikap atau kepribadian siswa, kemudian yang jelas faktor ekonomi dan latar belakang dari peserta didik. Ini yang membuat manajemen kelas kadangkala ya kita harus paham betul latar belakang orang tua. Misal, satu saya kasih contoh, ada di kelas digital itu yang namanya kelas digital untuk urusan gadget kan memang harus mengikuti update, padahal aplikasi robotik, coding dan sebagainya itu kan kalo ininya pakai hp kentang ini kan nggak akan jalan mbak, nah kemarin itu ada ketika saya suruh mengerjakan di form itu dia tidak bisa memunculkan kotak flash untuk menjawab, kotaknya nggak bisa muncul karena kan flasnya tidak bisa update karena penuh. Nah, ini

yang membuat manajemen kelas saya itu agak bergeser perubahan, otomatis anak yang seperti ini itu saya gabungkan dengan yang mampu. Jadi kalo dalam pengelompokkan penugasan manajemennya tak gabungkan dengan anak yang mampu, jadi biar dia bisa merasakan aktivitas belajar. Setelah saya tanya-tanya di kemudian hari kebetulan ada tes psikologi yang ngampu saya, jawabannya itu harusnya pekerjaan orang tua itu kok tidak ada dipilihan, saya tanya pekerjaan orang tuamu apa mas? Kuli bangunan. Waduh kok kaya gini, kasihan kan mbak. Itu yang bikin saya kadangkala menyusun seperti ini itu saya gabungkan dengan yang mampu. Kemudian dari segi sarana prasarana, anak itu lebih senang ketika pembelajaran menggunakan gadget, nah itu kadang kalo saya jelaskan materi di papan tulis gitu anak itu terlihat tidak senang mbak tapi kalo saya minta mereka untuk mengambil hp gitu senang. Jadi saya pun sekarang pembelajaran itu lebih sering pakai gadget. Jadi itu mbak, terus apalagi?

The researcher : Ini sudah pak. Terimakasih sudah meluangkan waktunya pak. Mohon maaf apabila mengganggu waktu istirahat jenengan.

APPENDIX 3 : PHOTOGRAPH



Picture 1. Classroom Environment



Picture 2. The teacher Opens The Class



Picture 3. Learning Process



Picture 4. Teaching Process



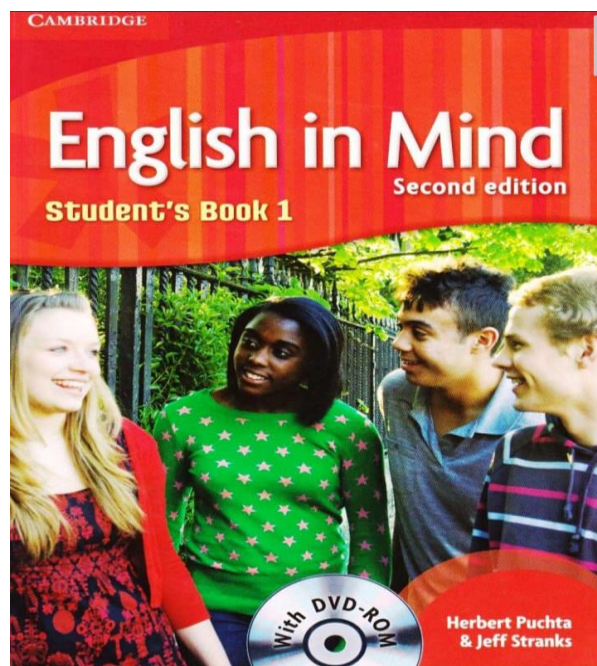
Picture 5. Classroom Activity



Picture 6. Interview Process



Picture 7. Interview Process



Picture 8. Student's Book



**YAYASAN PENDIDIKAN BATIK SURAKARTA
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Jalan Pandawa, Pucangan, KArtasura
Keterangan : Nama tersebut diatas benar-benar telah melakukan
Observasi Di SMP Batik guna menyelesaikan Tugas Akhir
Pada Tanggal : 24 Juli 2023 Dengan Judul
"AN ANALYSIS OF CLASSROOM MANAGEMENT
STRATEGIES OF TEACHING ENGLISH AFTER
COVID-19 PANDEMIC IN SMP BATIK SURAKARTA
ACADEMIC YEAR 2022/2023".

Demikian surat keterangan ini dibuat dan kepada yang berkepentingan harap maklum.



Surakarta, 4 Agustus 2023

Kepala Sekolah

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Picture 9. Certificate of Conducting Research