

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to present the conclusions and suggestions that concern the result of the study discussed in the previous chapters. Based on the results of the data analysis and referring to the problem statements, the conclusions draw as follows:

#### 5.1 Conclusion

The researcher concludes, based on the findings and discussion presented in the previous chapter, the following conclusions can be drawn:

1. The Implementation of Classroom Management in The English Learning Process at 11th Grade of SMA Negeri 1 Pangkah.

It is divided into five components: 1) physical layout of classrooms such as seating arrangement, teachers' desk position, whiteboard position, etc., 2) rules and routines, which includes teacher rules and routines in carrying out teaching learning activity, 3) relationships, among students and between teacher-students, 4) engaging motivating instruction, includes plan material needed and give clear instruction in teaching learning activities, 5) discipline, not only focusing in punishment but also in preventing misbehavior. The classroom management that teacher implemented in the English learning process at 11<sup>th</sup> grade of SMA Negeri 1 Pangkah was appropriated and varied, students seemed to follow the learning activity comfortably and enthusiastically.

## 2. Challenges During the Implementation of the Classroom Management.

The problem faced by English teacher there are three problems such as large class size and fixed seating arrangement, students' explicit acts of misbehavior, and lack of student motivation and learning gaps. Teachers had a solution regarding the problems faced to restore students' engagement and discipline in the class so that learning ran as expected and the teachers found the right strategy that encourage students' motivation to maximize their ability to receive and absorb the material taught.

### 5.2 Suggestion

There are several suggestions emerge as particularly impactful for enhancing classroom management in EFL contexts. First, the school should prioritize the redesign of physical classroom spaces to allow for flexible seating arrangements. The current fixed, conventional layouts restrict student interaction and engagement, especially in large classes. By enabling more adaptable seating, schools can support collaborative learning and better accommodate diverse instructional strategies.

Second, English teachers need to consistently implement differentiated instruction that addresses the varied language proficiencies and motivational levels of their students. The study revealed significant learning gaps due to unequal prior exposure to English. Tailoring tasks and materials to different ability levels not only ensures inclusivity but also fosters greater student confidence and participation. This approach requires thoughtful lesson planning and sensitivity to each learner's background.

Lastly, both the school and teachers must invest in building strong teacher-student relationships as a foundation for effective classroom management. The data showed that when students feel understood and supported, they are more likely to be engaged and cooperative. Teachers who take the time to learn about their students' interests and behaviors, and who communicate in empathetic and student-centered ways, create a more emotionally safe and motivating learning environment. These three elements, flexible classroom design, differentiated instruction, and positive teacher-student rapport, are central to overcoming the identified challenges and fostering a thriving EFL classroom.

