

ABSTRACT

REHAN SOPIA MARWAH. 2023. "EXPLORING TEACHER'S CLASSROOM MANAGEMENT STRATEGIES AMID THE ENGLISH LANGUAGE TEACHING PROCESS: A CASE STUDY IN JUNIOR HIGH SCHOOL." English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Classroom management is an essential component of the educational setting, which impacts both the learning process and the development of students. Furthermore, classroom management plays a role in generating a conducive learning environment. This study aims to explore the classroom management strategies utilized by a teacher at one of the Junior High Schools in Tasikmalaya and the impact of these strategies on students. A descriptive case study was chosen as the research method. Non-participant observation and semi-structured interviews were employed to acquire research data. Thematic analysis was used to analyze the data (Braun & Clarke, 2006). The findings of this study revealed two major categories of strategies: proactive classroom management strategies and reactive classroom management strategies. Proactive classroom management strategies include making a collaborative classroom agreement on routines in the classroom, creating a student-centered classroom arrangement, personalizing learning, providing continuous feedback and improvement, and building teacher-student relationships. Reactive classroom management strategies, on the other hand, involve managing misbehavior and providing praise and reward. This study found that classroom management strategies used by the teacher have a positive impact on elevating students' learning experiences, including enhancing students' cognitive aspects, improving conducive learning conditions, creating a comfortable learning environment, and encouraging students' emotional engagement in learning.

Keywords: Classroom Management, Classroom Management Strategies