ABSTRACT

DewiKristanti, Sandra, 2016. Novice Teacher's Strategy in Managing English Classroomat the Eighth Grade Students of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016.**Thesis**, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor Dr. Harjali, M.Pd.

Key word: *Novice Teacher's Strategy, Managing English Classroom*

Novice teacher as a beginner teacher still has little experience in teaching English. Especially in managing the classroom, as a novice teacher needs several strategies to make the class effective. The objective of this study is to know the kinds of novice teacher's strategy in managing English classroom at the eighth grade students of MTs TerpaduBina Putra CendikiaPonorogo which is observed from the process of teaching and learning English. Moreover, it has goal to know the implementation of novice teacher's strategy used in managing English classroom at the eighth grade students of MTs TerpaduBina Putra Cendikia.

The problem of this research is as follow: whatare the kinds of novice teacher's strategy used in managing English classroom at the eighth grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016 and how is the implementation of novice teacher's strategy used in managing English classroom in the eighth grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016.

This research had been done at MTs TerpaduBina Putra CendikiaPonorogo in April 2016. In this research, the researcher applied descriptivequalitative research to explain the kinds of novice teacher's strategy used in teaching English. The researcher used interview, observation, and documentation to collect the data. Interviewwas used to get information about the kinds of novice's teacher strategy used in English classroom from teacher and students. Observation applied to observe the implementation of kinds of novice's teacher strategy used in English classroom. In order to analyze the data, the researcher used data reduction, data display, conclusion and verification.

The result of this research can be summarized below: (1) The Novice Teacher of MtsTerpaduCendikiaPonorogoused discussion and demonstration strategy in managing English classroom. (2) The implementation of discussion and demonstration strategy is effectively used in teaching English. Students are interest and enjoyin the teaching and learning process.

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching is a process of transferring knowledge from teacher to students. It means that teacher who has an important function to give knowledge for students. In other definition, teaching is a demanding profession and requires a high degree of idealism. Teaching aimed to make student learning, so that there is a change of a student behavior to a more positive direction, both in terms of knowledge, attitude, and skill.

In teaching, there are some aspect that must be concerned by a teacher, that is prepared lesson plan and materials, chooses method, strategy, manages classroom, and mastering basic teaching skills.

In the other hand, Interaction between teacher and students establish the success of teaching learning language. In the English Foreign Language (EFL) classroom, teacher have important role to interact with the students because they have major portion of class time employed to give direction, explain activities, and check students understand use the target language.[1] Moreover teacher can modify their teaching and learning process using several strategies based on students' behavior.

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[1] ZaoYanfenet.all."A Study of Teacher Talk in Interactive in English Classes, Chines Jurnal of Aplied Linguistic, 29 feb 2016 , P77

The other efforts to manage students as a teacher such as know the students characteristics, create good relationship and the other. These efforts need some skills suitable situation and condition that happen. From the explanation as a teacher, not only professional teacher, but also novice teachers have duties not only prepare their material but also manage their students well. This effort is called by classroom management because the place is in the room of school

Learning process is not a part of teaching. From this activity, the teachers transform the knowledge and information about the subject matter for the students. The students try to understand the teachers' explanation in this process, so each activity interacts one another. Good teaching happens when competent teachers have four skills such as technical knowledge, pedagogical skills, personal qualities and interpersonal skills,[2]

These are four skills which not only for expert teacher, but also for novice teacher.Because being a novice teacher is a very difficult, there is so much to learn. Having been a mentor for many young teachers, even student teachers who were not mine, confidence and a plan make a huge difference.[3] Thus novice teachers should to find the best strategies in classroom management.

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[2]Suyanto&AsepDjihad, BagaimanaMenjadiCalon Guru dan Guru Profesional (Yogyakarta: Multi Pressindo,2012),49.
[3]-http://www.enotes.com/teacher help/novice-teaher-suffers from=manyproblems-405433, Accessed on 11th April 2016

One of the keys to make an effective classroom management is the developing of quality relationship between the teacher and the student in the classroom. A critical component of developing relationship is knowing and understanding the learner. Teacher must take steps to learn and understand the unique qualities of middle grades student[4]. Relationship between teacher and student will be effective when the teacher knows student characteristic well.

Novice teacher is also called by new teacher. New teacher is often limited in hisrepertoire of instructional strategies. Many teachers enter the teaching field directly from university teacher preparation programs, where they mastered minimal pedagogical knowledge or skills. Often, they are not taught how to establish the positive, organized learning environment necessary for them to teach and for students to learn. Some teachers enter the field with almost no formal teacher training, through alternative certificate programs.

As an English Novice Teacher in MTs TerpaduBina Putra Cendikia, he faced many challenges and often had many problem. In teaching or giving materials, teacher not only concern in understanding material well, but also need good preparation to manage classroom effectively. Furthermore, when students feel comfort in teaching and learning process, automatically students are easy to receive the materials.

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[4]Mary Ellen Beaty –O Ferrall, Alan Green and Fred Hanna.classroom management strategies for Difficult Students, (Middle School Journal: Association for Middle Level Education), March 2010

During the first year of his teaching, he came across 'reality shock' when he faced demanding of teaching practices and saw gaps between their ideas and the classroom realities. Novice teacher usually experience frustration, anxiety, and doubt during the first year of their teaching. Some logistical problems such as; classroom discipline, classroom management issues and dealing with the individual differences of the students are also the issues that beginning teachers experience in their classrooms However, these challenges differ from context to context, from school to school and from person to person.

The other problem in managing the teaching and learning process, students in eighth grade had different characteristic. Novice teacher should study hard for knowing their different characteristic, because students in eight grades are called by middle grades student. In this stage, they passed the period charge started from children to be a teenager. As middle grades students, they had several characteristic that they should knowby a novice teacher. There are egocentric, intensely curious, prefer active, and then enjoy using skills to solve real life problem.[5]

It means that to help the novice teacher in the beginning years, novice teacher started to think about his own survival in the schools and with the passage of time he started to think about his classroom related issues such as

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[5] Document Library, Characteristics of Middle Grade Students,(California:California Department of Education Publition),1989,144-148.

controlling the students and classroom management and organization. In the final stage, their thinking shifts from thinking about themselves and classroom controlled to thinking about students' learning as a whole. He gave priority to students' learning and became confident in selecting learning activities and techniques from a variety of strategies.

Fuller and Brown found that novices proceed through three stages: survival concern, teaching situation concerns, and pupil concerns. It is in this last stage that novice teacher focuses on concern about recognizing the social emotional needs of pupil, as well as meeting individual instructional needs and fairness to students.[6]

The goal of this research is to know how the classroom management of novice English teacher especially in eighth grade students. Based on reason above, so the researcher takes the title "Novice Teacher's Strategy in Managing English Classroom to the Eighth Grade Students of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016"

B. Research Focus

In this research will be focused on classroom management analysis (teaching strategy) of English novice teacher at MTs TerpaduBina Putra CendikiaPonorogo in academic year 2015/2016

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[6]Holly C.Gould.Can Novice Teachers Differentiate Instruction? Yes, They Can, (Virginia: Johns Hopkins School of Education)2004

C. **Problem Statement**

Based on the background of study above, the researcher arranges the research problem as follow:

1. Whatare the kinds of novice teacher's strategy used in managingEnglish classroom at the Eighth Grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016?

2. How is the implementation of novice teacher's strategy used in managing English classroom at the Eighth Grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016?

D. **Objectives Of Study**

Based on the research problem, the objectives of the research are:

1. To know the kinds of novice teacher's strategy in managingEnglishclassroomat the Eighth Grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016.

2. To describe the implementationofnovice teacher's strategy used in managing English classroomat the Eighth Grade of MTs TerpaduBina Putra CendikiaPonorogo in Academic Year 2015/2016.

E. Significance of The Study

1. Theoretical Significant

   The result of research is expected to add the reference of education development which can be accessed by some teachers. It can help the English novice teacher to manage the class effectively.

2. Practical Significance

   a. The English novice teacher

      This research result can be used as the reference and reflection for the teacher to make good preparation before entering class. Then, the teacher will know how to manage the class effectively by using some strategy.

   b. The Students

      Students will use the result of the research to aware that to be an English Teacher is not essay. It needs several skills, one of them is skill to manage the class effectively.

   c. Readers

      This research will give a contribution to readers, especially the students of English department of STAIN Ponorogo that the teachers should not only teach but also to have role in teaching process. To be a good teacher should have a creative skill in management class.

F. Research Methodology

1. Research Design

Research is study of case that happened and try to compare with the own analyze and also try to find the problem solving from the case. Based on Karyn Cooper, research is the systematic attempt not only to collect information about an identified problem or question, but also to analyze that information and to apply the evidence thus derived to confirm or refute some prior prediction or statement about the problem[7]. The researcher uses descriptive qualitative approach in this research.

According to Denzin and Licoln, qualitative research is a situated activity that locates the observer in the world. It consists of interpretive, material practices that makes the world visible. These practice turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make

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[7]Karyn Cooper. Robert E. White. Qualitative Research in The Post Modern Era (New York : Springer, 2012) 4

sense of, or to interpret, phenomena in terms of the meanings people bring to them.[8]

In qualitative research, researcher will find some problems, and try to compare it with theory. For qualitative research, as indicated earlier, the researcher him or herself is an instrument, observing action and contexts, often intentionally playing a subjective role in the study, using his or her own personal experience in making interpretations[9]

Moreover some qualitative work is aimed at developing disciplinary knowledge, while other work has a much more applied orientation (e.g. in the field educational evaluation and may even take the form of action research.)

To describe all the phenomena in a research locations , the researcher use a descriptive qualitative approach. Focus on individual perspectives and interpretations of their world[10]

2. **Researcher's Role**

A qualitative research promotes human (researcher) as an observer, a participant, or some combination of the two.[11] In this research, the

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[8]. Ritchie Jane and Jane Lewis.Qualitative Research Practice.A Guide for Social Science Students and Researchers.(Londong : SAGE Publications), 2008, P 3

[9]. E. Stake Robert. Qualitative Research Studying How Things Work.(New York London: The Guilford Press)2010,P20

[10] ibid

researcher gets interacting with subject's activity in research location. Along this interaction, the researcher collects and arranges the data systematically. The researcher observes about the classroom management of novice English teacher.

3. **Research Location**

   This research takes place at MTs TerpaduBina Putra CendikiaPonorogo. It is located at Merapistreet32Ponorogo. The reason for selecting the school is, this school there is an English novice teacher who is very kindly and he has a good strategy to manage the classroom.

4. **Sources of Data**

   Data source is the subject where the data to be found. Data source in this research are word (the information about novice English teacher in classroom management) and action (interview that discussed about classroom management of English novice teacher based data source.

   To complete source of data, it will be found from two kinds:

   a. Primary Data are data that are collected for the specific research problem at hand, using procedures that fit the research problem

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[11] Donald Ary, et.al. Introduction to Research in Education.(USA: Wadsworth 2010)550

best. On every occasion that primary data are collected, new data are added to be existing store of social knowledge.[12]

b. Secondary Data are data that gathered and maintained by others. Example: data are not statistic Netherlands) used by Statistic's Netherlands for producing statistic and where Statistic Netherlands has not defined the conceptual or process data[13]

5. **Technique of data collection**

For qualitative research, as indicated earlier, the researcher him or herself is an instrument, observing action and contexts, often intentionally playing a subjective role in the study, using his or her own personal experience in making interpretations. The most common methods of qualitative research are Observation, interview, and examination of article (including documents)[14]

1. Observation

Observation is observing and documenting systematically toward indication which is appear abject research. This observation consists of detailed description of people's activities, behavior, action and the full range of interaction and organized in a good

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[12]. JoopJ.Hox, HennieR.Boeije.Ensyclopedia of Social Measurement.Vol 1.2006,593

[13]. Piet Daas and JuditArends-Toth.Secondary Data Collection, (Netherland:Statistics Netherland), 2012,4

[14]. Robert E.Stake.Qualitative Research Studying How Things Work.(New York London: The Guilford Press).2919.19

part. The goal of observation is to understand the culture, setting of social phenomenon being studied from the perspectives of the participants.

Observation offers the opportunity to record and to analyze behavior and interaction as they occur, although not as a member of the study population.[15]

2. Interview

Interview is other technique to collect data in this research. In this research, an interview is flexible, not tightly structure, in informal situation and it can be done frequently. The questions can be done in details so the information collected will be reliable and sufficient. The researcher interviews the information such as English teacher and the headmaster of MTs TerpaduBina Putra Cendikia to give real information about classroom management of English novice teacher.

3. Documentation

Documentary involves the study of existing document, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage. The may be public documents like media report, government paper, or

publicity materials, procedural documents like minutes of meetings, formal letters or financial account, or personal documents like diaries, letters or photographs[16]

The research also use documentation to collect the data. The student's achievement and some of photographs used as documentation in this research.

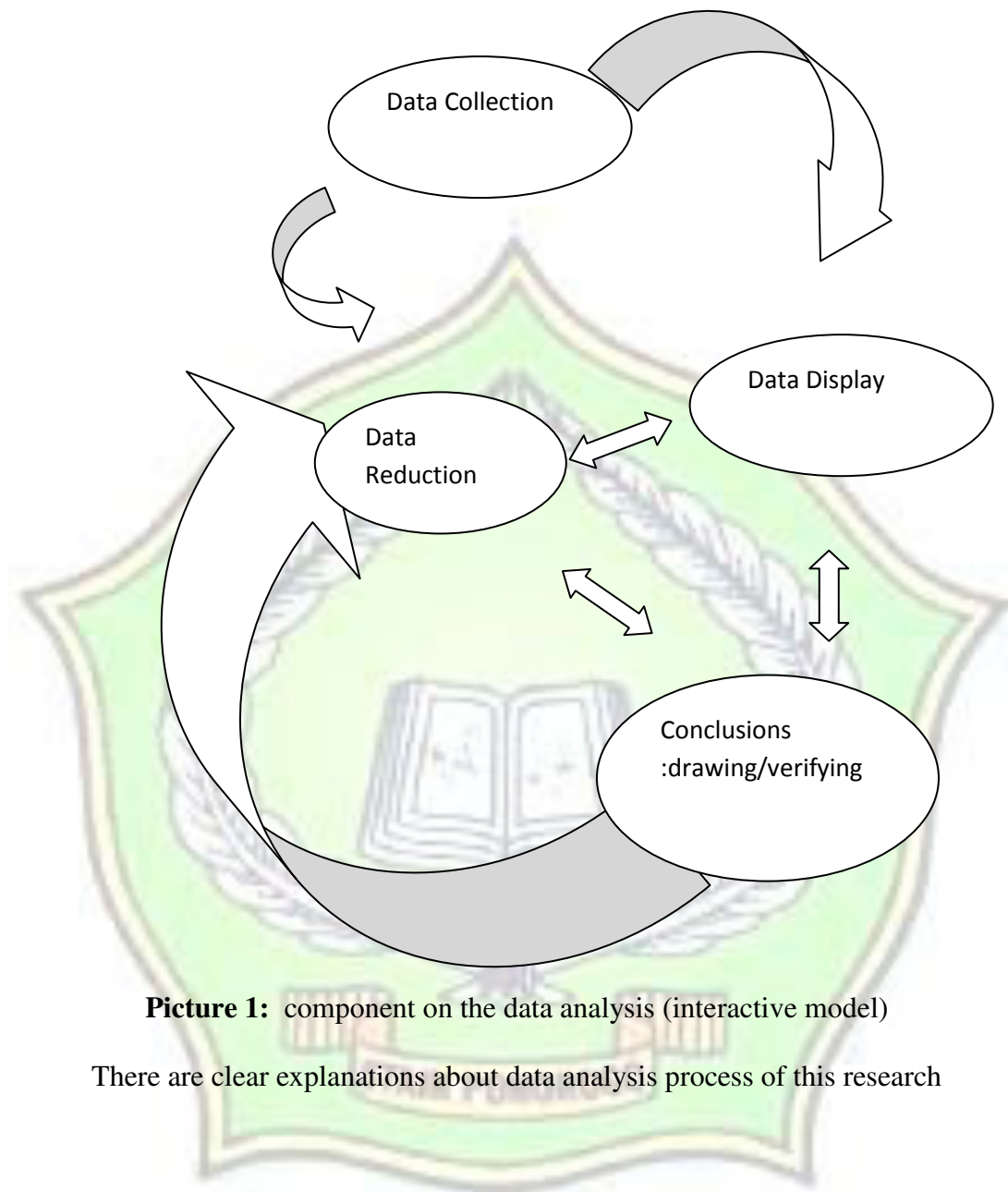6. **Data Analysis**

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationship, develop explanations, make interpretations, mount critiques or generate theories.[17]

Qualitative data analysis consists of three current flows of activity:data reduction, data display, data verification. Each of stage is presented in the following picture:

[16]Ibid.35
[17]J.Amos Hatch. Doing qualitative research in education Setting (New York : State University of New York, 2002). 148

Picture 1: component on the data analysis (interactive model)

There are clear explanations about data analysis process of this research

1. Data Reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things. In this stages, researcher needs to

separate the accurate data from the inaccurate ones. Through data reduction, researcher may focus on the data that will be analysis.

Data reduction is not something separate from analysis. It is part of analysis. Data reduction is a form of analysis that sharpens, sort, focuses, discard and organizes data in such a way that final conclusions can be drawn and verified. Qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on.[18]

2. Data Display

Data display is a stage of organizing the data into pattern of relationship, the data display can make the collected data easier to be understood as with data reduction, the creation and use of displays is not separate from analysis, it is a part of analysis. Designing a display –deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells – are analytic activities. (note designing displays also clear data reduction implications)[19]

This stage, the researcher present the teacher's strategy in creating effective classroom management in learning process.

[18] Matthew B.miles&A.MichaelHuberman.Qualitative Data Analysis Second Edition.(London New Delhi:Sage Publication).1994.11
[19]Ibid.11

3. Conclusion Drawing / Verification

The third term of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide, what things mean-is nothing regularities, patterns, explanation, possible configurations, causal flows and propositions. In this research, the researcher makes a conclusion. The conclusion can be in a form of thick description. . this conclusion describe the answer of the problems statement that has been formulated.

7. **Data Credibility**

In qualitative research, the credibility of data is verificated using diligence observation and triangulation. The diligence observation in this study is doing intensive observation toward collecting data about classroom management of novice English teacher at MTs TerpaduBina Putra CendikiaNologaten.

Triangulation involves the use of different methods and sources to check the integrity of or extend, inferences drawn from the data. It has been widely adopted and developed as a concept by qualitative researchers as a means of investigating the convergence of

both the data and the conclusions derived from them.[20] . If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.[21]

8. **Research Procedure**

There are four procedures in this research that will do :

1. Pre research phase

   This procedure includes arranging the research plan, choosing the field of the research location, organizing permission, observing preparing instrument, and something that related research ethic.

2. Application

   This procedures involves: understanding the research preparation, entering the field, and interact with the subject while collecting data.

3. The data analysis

   This process include analyzing data along and after collecting data

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[20]Jane Ritcher and JnaeLewis.Qualitative Research Practice, A guide for social Science Students an Researchers.(New Delhi:SAGE Publications).43

[21]. John W.Creswell, Qualitative, Quantitative and Mixed Methods Approaches(United State Amerika:SAGE Publications),2009,91

4. Research report

   It includes reporting the result of the research in a form of thesis.

G. Organization Of The Thesis

The thesis consists of five chapters as follow:

Chapter I : Introduction: This chapter consists of background of the study, limitation of the problem, statement of the problems, objectives of the study, significance of the study and organization of the thesis.

Chapter II : Review of related literature consists of teaching English, previous study, theoretical framework and hypothesis.

Chapter III : Research methodology this chapter contains with serving of data that includes general data that is connected with research location that consists of vision, mission, and objective of MTs TerpaduBina Putra CendikiaPonorogo, the establishing history geographical position organization structure, and explanation that consists of data about the classroom management of novice teacher to the tenth grade students MTs TerpaduBina Putra CendikiaPonorogo

Chapter IV :Research Result : this chapter contains with data analyzing of the reason of the explanation result of classroom management of English novice teacher.

Chapter V : Conclusion : this chapter consists of conclusion and recommendation

CHAPTER II

THEORITICAL BACKGROUND AND PREVIOUS RESEARCH FINDING

A. Theoretical Background

1. Classroom Management

a. Definition of Classroom Management

Classroom management is derived by two words which are classroom and management. To understand it lets explore one by one. First, classroom is a room in a school where lesson take place.[22]It means that it is building which has a specific function. Second, management is defined as act of running and controlling a business.[23] The point is running the process based on the rule that have been planned before. Thus, classroom management can be as methods and strategies an educator uses to maintain a classroom environment that is conductive to student success and learning.

The context and environment of learning, as well as the management of language classroom, are relatively underrepresented in this Literature. In all types of classroom, teacher talk is very important. In language classroom it is particularly important because the medium

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[22]http://thefreedictionary.com/classroom.accessed on !3 March 2016
[23]Oxford Learners Pocket Dictionary4th edition 2008,268

is the message.[24] Because of these reason, teacher need a good strategy in management of class.

Classroom management refers to the way teachers organize what goes on in the classroom. As the most powerful person in the classroom, the teacher has the authority to influence the kind of interaction that goes on in the class, and this interaction is created from many factors.[25] It contributes directly to the efficiency of teaching and learning as the most effectives which be made almost useless if the teacher does not organize them efficiently.

b. Managing teaching and learning process

Willing draws a primary distinction between strategies for managing the learning process and strategies for managing information. Managing the learning process involve such things as developing an understanding of one's own language learning preferences, managing communicative situations for learning purpose, monitoring and evaluating.[26]The explanation of those strategies are:

1. Understanding of Learning preferences

The term learning preferences (sometimes called learning style) is widely used to describe how learners gather, sift through,

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[24] David Nunan, Language Teaching Methodoly A Textbook Teachers, (UK: Simon &Sehuster International Group) 1991,7.

[25] Jerry G Gebhard.Teaching English as a Foreign or Second Language .A Teacher Self – development and Methodology Guide,(Cambridge:TheUiversity of Michigan Press)1983,69

[26]David Nunan,Language Teaching Methodology A Text Book Teacher,(United State of Amerika: Prentice Hall International Group)1991,169

interpret, organize, come to conclusions about, store information for further use.[27] Brown defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning. There are several kinds of learning style[28] :

- Visual

  Visual learners think in pictures and learn best in visual image. They depend on the instructor's or facilitator's non verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented.

- Auditory

  These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading our loud in the classroom and may not have a full understanding of information that is written.

[27]Nancy Chick,CFK Assistant Director, Center for Teaching, (wanderbilt University)

[28]AbasPourhosseinGilakjani,journal of Studies Education, Visual, Auditory, Kinaesthetic learning style and their impact on English Language Teaching,(Iran:Islamic Azad University)2012, vol.2 No 1, 105-106

- Kinesthetic Learner

    Individual that are kinesthetic learn best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

    When the teacher knows, how their student's styles in learning are, teacher can develop how to manage the classroom well. Thus, process in teaching and learning will be effectively.

2. Managing communicative situations for learning purpose

    A communicative classroom also involves the teacher in a wider range of roles beyond that of providing and presenting new language. A good deal of time will be spent on managing learning: setting up activities, organizing material resources, guiding students in group work, encouraging contribution, monitoring activities, and diagnosing the further needs of students. Example: the stage of group work in the jigsaw reading and discussion activity, while monitoring group work, the teacher acts as guide to performing the task successfully; as a language resource providing words and forms at the point of need; as a language resources providing words and forms at the point of need; as corrector of

key errors heard as the students work together; and as a diagnose of the students strength and weaknesses.[29]

3. Monitoring

Southworthsays that monitoring includes analyzing and acting on students' progress and outcome data, for example assessment and test scores. He adds that monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. The English Office for Standards in Education found that there was a very strong link between good monitoring and good teaching. Southworthadds that monitoring classrooms is now an accepted part of leadership. He conclude that monitoring is a widely distributed role, including head teachers, deputies and heads of department.

Hargreaves deals with assessment of learning as an aspect of monitoring in the classroom. She sets out six possible objectives:

- Measuring pupil attainment against stated targets or objectives
- Using assessment to inform the next steps in teaching and learning planning.
- As a basic of feedback for improvement

[29]Tricia Hedge,Teaching and Learning the Language Classroom,(Oxford New York: oxford University Press),2000.63.

- As evidence for teachers to learn about pupil's learning

- As a basis for children to take some control over their own learning

- As an opportunity to turn assessment into learning event. [30]

4. Evaluating

Evaluation is the systematic and objective assessment of ongoing and/or completed projects. Progammes or policies, in respect of their:

- Design

- Implementation

- Result

The criteria applied in the evaluation are:

- Objectives

- Efficiency

- Effectiveness

- Impact

- Sustainability

[30]Department of Education, Manging teaching and learning A module of the advanced Cartifiated:Education (school management and leadership),(south Afrika:department of education),2008, 64

Evaluation looks for lessons to be learned from both success and lack of success, and also looks for best practices which can be applied elsewhere[31].

c. Activities which train strategies and equip learners to be active

1. Training cognitive strategies

A group of learner training activities which can be introduced progressively by the teacher into a program are those which aim to increase students' knowledge of useful ways to learn and develop the strategies they need. For example: instead of expecting the teacher to explain the meanings of new words, students can be trained to go through a series of techniques such as using clues in the text to guess meaning, using knowledge of affixation, and checking in a dictionary to establish a word's meaning for themselves.

2. Training metacognitive strategies

It can be productive, at the beginning of the course, to ask the students to share ideas about possible metacognitive strategies or self-help strategies. The discussion arising can encourage other students to adopt strategies which they find personally attractive or manageable.

Metacognitive strategies are of many kinds, oxford, includes the categories of centering learning (for example: over viewing

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[31]https://www.unodc.org/documents/human-trafficking/Toolkit-files/08-58296_tool_10-1.pdf, acesse on 11th April 2016

paying attention); arranging and planning learning (for example: setting goals and objectives, organizing, and seeking out practice opportunities); and evaluating learning (for example, self – monitoring).

d. The Classroom Management Activity

The ability of teacher to organize classroom and managing students' behavior is critical to achieve good educational outcomes. Rukman said the activity in classroom management covers two activities as follow:

1. Student organizing

Student organizing is the way to organize and to give the students in a chance in learning process based on their intellectual and emotional. So, students get good position in learning process with the interest.

2. Facilitation organizing

Facilitation organizing is the activity that must be done by teacher. So, all of students can facilitate in their activity in the classroom. This activity increases effectiveness of students learning in order to create fun, enjoy, comfort, and good learning.[32]

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[32]Ade Rukman&AsepSuryana,PengelolaanKelas,(Bandung:UPI Press),20

e. Problem in Classroom Management

Generally problems in the classroom management consist of individual problem and group problem.Johnsonand Bany in Ahmad Rohani give six categories ofgroup problem in the classroom. The problems are intended above as following:

1. Class is not cohesiveness; such a great different in gender, ethnic group, and level of socio-economy.

2. Class gives negative reaction for a student, for example when a student makes a mistake in the performance.

3. Class supports a student who breaks the rules.

4. Group cannot support the attention while doing the task easier.

5. Students do not focus when teacher gives explanation about the material and instruction of the task.

6. Class cannot adapt with new situation and condition.[33]

Based on the problems above either individual or group problem, teacher needs the different treatment to solve that problem. Teacher should know the target of each problem. Target of individual problem is students who become lawbreaker. Whereas, target of group problem is giving corrective action to group who make mistake.

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[33]Ahmad Rohani, PengelolaanPengajaranSebuahPengantar Guru Profesional(Jakarta: PT RinekaCipta, 2010), 146.

2. Teaching

a. Definition of teaching

In process of education at school completely, learning teaching is a main activity because a success of education depend on how the students learning process. Teaching is an important activity in process education. Teaching is one of educative activities. Teaching is manner or ways to help someone to learn about something. Brown said" teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." And brown also said "Teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand". [34]There is an assumption that teaching is a process of transforming knowledge to students.

Teaching is creating a surrounding system that makes possible a learning process. This system include of component that influences each other. They are instructional goal, the subject that teach, teacher and the students who playing a role in one of societies, a kind activity that be done and learning teaching equipment that supplied.[35]

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[34]H.Douglas Brown, Principles of Language Learning and Teaching, (San Fransisco:Longman,2000),7

[35]Rooijakkers, MengajardenganSukses, (Jakarta:PT Gramedia,1999),1

Teaching is the guidance of learning activities, teaching is for the purpose of aiding the pupil to learn.[36]According to David C.Price, "Teaching is about helping students discover their ability to encounter the world, and then judge how to engage the world".[37]

Teaching means the profession of a teacher; a doctrine that is taught; the activities of educating of instructing or teaching, activities that impart knowledge or skill. Educating is derived from the word educate which means train the mind and character of somebody; teach. While instructing is come from the word instruct. Instruct means teach; give orders to somebody; inform.

Based on the previous definitions, they can be synthesized that teaching is a process of transforming knowledge to students. Teaching is guiding and facilitating learning, enabling the pupil to encounter the world, seing multiple perspectives for understanding that world, and then judge how to engage the world.

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[36]OemarHamalik,PsikologiBelajarMengajar,(Bandung: SinarBaruAlgensindo, 2007),58.
[37]David C Price,Spirituality, Ethnography, and Teaching(USA,2006)89-90.

3. Teacher

a. Definition of Teacher

According to JaremyHarmer , ''Teacher is who has lots of knowledge, not only of his subject".[38] The other opinion according to Barbara Lehn "teacher is people who share what they know and they usually have the answer to questions but if they don't know, they know where to find them".[39]

In the conclusion, the teacher is a person who has lots of knowledge and many roles, as an advisor of learning and an instructor in the learning process to share and answer problem of knowledge therefore, the teacher's personality directly affect student behavior.

b. Qualities of a Good Language Teacher

There are several qualities that a good language teacher must have. First, a teacher must be competent with the knowledge that she or he has to transfer the knowledge to students. Second, a teacher must be willing to explore other types of learning styles to transfer knowledge and be ready to interact with the different methods when one method does not work. A good language teacher must be passionate about teaching language. Finally, a good language teacher

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[38]Jeremy Harmer,How Teach English (England :Addition Wesley Longman, 1998),2.
[39]Barbara Lehn, What is a Teacher, (United State: Millibrok

should be able to assess the learning that his students have done and make changes based on those assessments.

Harmer argued that character and personality of the teacher is a crucial aspect in the classroom, it is not about teachers themselves, but rather about the relationship between the teacher and students. There are same characteristics of good language teacher as the following:

1. A good teacher is somebody who has an affinity with the students that they're teaching.Successful teachers are those people who can identify with the hopes, aspirations and difficulties of their students while they are teaching.

2. A good teacher should try and draw out the quiet ones and control, or the talkative ones. To be an experienced teacher, should to handles the classes which are dominated many kinds types of students such as introvert, kinesthetic and extrovert students.

3. He should be able to correct people without offending them. The teacher has to measure what is appropriate for a particular student in a particular situation, if they have made a mistake in the classroom.

4. A good teacher is someone who helps rather than shouts.Learning how to control boisterous classes is one of the fundamental skills in teaching.

5. A good teacher is someone who knows our names.A good teacher cares about the students and the students' problem.[40]

Based on the criteria above, a good teacher is someone who cares about their students' learning style and understanding the own teaching. A teacher must have ability to give interesting classes, using full range or their personality, the desire to emphasize with students. If a teacher has competency of all these criteria, students learn English in the meaningful ways. Then, it can attract student's motivation in learning process.

4. Novice Teacher

a. Definition of Novice Teacher

Novice teachers, beginning teachers, neophytes, and pre-service teachers are depicted in many studies that focus on teachers who have difficulties dealing with their tasks at work. For the purpose of this study, the term novice teacher is defined as a teacher with less than five years of teaching experience.[41] There are some ways for teachers to provide order to the classroom and their attitudes towards students experiencing problems in learning. Researcher has concluded that teacher education programs need to be improved and training programs

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[40]Jeremy Harmer.*An introduction to the Practice of English Language Teaching* (England : Pearson education limited),1998, 2.

[41]KyoungAe Kim, Gene L Roth, Novice teacher and Their Aequisition of work-related Informant, (USA: Arizona Static University),vol 14, no 1,22.

needs to be held for novice teacher[42] . It means that for novice teacher need more preparation before teaching. Prepare the material that will be given for their students and prepare how to manage the classroom effectively.

b. Novice teacher in Classroom management

Expert/novice studies show that a experienced teachers' knowledge is based on a series of typifications' which define classroom events: '….pupils', behavior, modes, cognitions – how teachers use their knowledge to make sense of the complex, ill-structured classroom world of competing goals and actions' (Carter 1990: 302, in John 2000:86).[43]

Therefore, new teacher and learners approach classroom activity with implicit theories of how activity should proceed and speculate how to make new teaching – learning situation manageable. Through the creation of a stable environment, they create a culture contribution provides a link to Mercer's goal of discovering the means by which teachers create a learning culture in the classroom.

In other words, beginning teachers already possess a personally constructed version of classroom management practices from their experience in classroom communicative of practice. In

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[42] McLeod Gloria Feels. Novice Teacher Perceptions of Prior Mentoring Experiences.EastTennesse State University. 2012

[43]Tony Wright, Classroom Management in Language Education,(New York: Palgrave Macmillan)2005, 261

Denscombe'sterms, novice teachers have already absorbed the 'hidden Pedagogy' – 'an implicit view of teaching – from their own experience has led to newcomers suffering 'control anxiety'. This feeling is further reinforced by established teachers they meet during practicum periods at school, and has a significant influence on classroom management practices.

The hidden pedagogy permeates the understanding teachers (including newcomers) have about the essentials of the job. It is an implicit theory of teaching and is based on the assumption that without first establishing classroom control and being able to put across the subject matter of the lesson and, consequently, little chance of being regarded as a competent member of the teaching profession.[44].

Thus, beginning teachers' belief system are already quite well formed. John description that beginning teacher emphasis their previous knowledge and experience as learners, and accepts this as a normal condition for new entrants to the profession.

5. **Teacher Strategy**

   a. Kinds of Strategy in Managing the Classroom

   Many teachers are introduced to their new teaching assignment in a brief interview with the principal, presented the keys to their classroom,

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[44]Ibid, 273.

and given an orientation to the building. There are some categories very structured, and help teacher in manage the classroom, such as:

1. Whole-class strategy

Whole class strategies generally require less preparation time and instructional time. Typical whole-class strategies include lecture, discussion, debate, teacher demonstration and giving directions.

a. Lecture

Lecture is generally defined as the verbal imparting of knowledge. Combining lectures with other strategies may enhance them. They are teacher-centered and therefore, allow for greater teacher control. Lecturing places the teacher in the role of an "expert" sharing knowledge with students. It is often used to:

- Provide basic knowledge needed for future activities

- Present an overview of knowledge important for students to learn

- Function as a catalyst for the students' learning endeavors

b. Discussion

Discussion focuses on interactions. Participants are allowed to express their knowledge, understanding, and opinion on a topic. It is student-centered strategy in which teacher assumes the role of facilitator, and students become interactive participants. Student's

participant promotes active learning and greater student accountability because students must share their knowledge

c. Debate

Classroom debates are based on controversial issues, issues that have pros and cons. Debates are student-centered; teachers take on the role of active facilitators. This strategy requires higher level thinking. Students learn information about an issue or idea, take a position, relate their position to others, and defend it. Students must learn to listen to the opposing side and refute the arguments proposed in a convincing manner. They must learn to manipulate knowledge to appeal to both the factual and emotional needs of their audience.

d. Teacher Demonstration

Teacher demonstrations place the teacher in the role of "expert" providing knowledge or skills by demonstrating a step by step method. Demonstrations are from of "show and tell". The following are some possible reasons teachers choose the demonstration strategy:

- There is limited time or scarcity of necessary materials.
- The goal of the lesson is to give students pattern or procedure to follow, and a demonstration is an efficient way to do that.

- To limit students contact with dangerous materials by demonstrating proper usage.

e. Providing Directions

Providing directions is teacher-centered and is one of the most common whole-group presentations. Giving efficient information on the how, what, where, and when of assignments and class activities makes everyone's level easier. Providing directions isn't as much a teaching strategy as it a teacher tool. Used effectively it paints a picture of how the assignment should look. What steps are necessary to complete the work and what the end product.

2. Small-Group Strategy

There are time when having students work in groups is the most effective strategy. There are many benefit derived form working together to achieve goals, such as completing a multitask project, learning defined body of information, and sharing the work in researching a topic. Group work is time consuming, requires excellent classroom management skills, and entails the challenge of obtaining a quality effort from each team member. Yet in small-group setting, students have greater opportunity for

participation and the possibility of increased learning and retention.

One of the stumbling blocks to effective group work is ineffective classroom management. Without good management and organization, group work is a waste of valuable class time. To prevent failures group work due to management, the following items need to be addressed:

- The way students move into groups and, if necessary, furniture rearrangement.

- The amount of freedom in movement allowed.

- The acceptable noise level.

- The plan for solving in group conflict

3. Working in Pairs

The interaction with the greatest opportunity to learn comes when working with pairs. Students can be paired in several ways, by unequal ability, by knowledge or talents, or at random. Students working in pairs have an opportunity for input from a peer without the need for higher-level social skills required in small groups. For those who have a trust issue with adults, pairing provides an

opportunity to learn without those issues interfering with the acquisition of knowledge or skills.

a. Students Mentors (Unequal Pairings)

Deliberate pairings of students with unequal skills is done with the purpose of providing a ready mentor, and can be handled in several ways. The students could work together, or the mentor could be available when needed for tutoring and advising.

b. Students Partnerships

Students selected for partnerships have an equal responsibility to work together, either in "study-buddy" or task oriented format. There are a wide of advantages to working successfully in partnerships, incluiding speed of completion, more diverse points of view, and greater opportunity to participate.

c. Random Pairing

Random pairing is convenience. It works best when used on a short term basic because little thought is given to pairing for the needs of the students or the demands of the task. The real advantages of random pairing are that it saves time.

4. Working As an Individual

   With this strategy the individual works alone to learn, practice a skill, and show proof of learning. The advantages are that the work can be individualized to fit the needs of the students without too much difficulty, and the pace in which the student learns can be adjusted with ease. In the traditional classroom, it was common to see the teacher at the front of the room providing instruction and then assigning seatwork to be completed individually by the students. There are type of variety the other strategy for working as an individual to learn and assess.

   a. Independent seatwork

      When students have learned skills or knowledge, independent seatwork may be used to practice it and as certain the level understanding. The success of this strategy depends on the quality of instruction and how much the student has learned.

   b. Computer-Assisted Instruction

      Computer assisted instruction (CAI) is an excellent choice for skills practice in any subject. Quality programs are available and when they aligned to the needs of students and curriculum, students can benefit greatly from them. Such programs are generally designed to test for mastery, and

therefore allow the teacher greater freedom to teach the more abstract, difficult concept. And additional advantage of CAI is that, because students generally enjoy computer activities, they come to the computer with a positive attitude. In addition, CAI offers immediate feedback with the possibility of immediate tutoring.

c. Learning Centers and Interactive Bulletin Boards

Teacher often create learning centers or interview bulletin boards for students use. These strategies generally need specific rules and some practice by students in following those rules, but can be very effective because they can vary in difficulty to meet the individual needs of the students. Teacher can provide material for the high-, middle-. And low skilled students in one are by offering variety of options at each other.

d. Working with Manipulatives

Immediate-feedback manipulatives are effective teaching tools. They have the advantages, as does CAI, that students do not have opportunity to learn and practice the wrong answer. Some manipulatives are designed to help as tools for finding the answer but do not provide immediate feedback. These manipulatives are helpful, but the teacher

must monitor closely to see that students understand how to use them and are obtaining correct answer results[45].

B. Previous Study

In this research, the researcher usestwo previous of research finding below:

The first research conducted by ANTASARI from State Institute For Islamic Studies Banjarmasin was presented the thesis with the title is "The Description of Novice Teachers' Performance Used by Teaching Practice 1 Students of English Education Department of IAIN Antasari Banjarmasin in Academic Year 2014/2015". The objective of this study was to describe the novice teachers' performance used by teaching practice 1.The result of this research is the novice teachers' performance are from 6 activities, (teacher performance, introduction skill, stimulus variation, reinforcement of students participation, questioning skill, and set closure skill). The dominant methods that usually used in teaching practice 1 are Community Language Learning (CLL), Communicative approach, Total physical Response (TPR), Grammar Translation Method (GTM), and Audio Lingual Method. The reason why the novice teacher use those the methods, such as the novice teacher want to make

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[45]Joyce McLeod, Jan Fisher and Ginny Hoover.The Key Elements of Classroom Management, Managing Time and Space, Student Behavior, and Instructional Strategy. (Alexandria Virginia USA: Association for Supervision and Curriculum Development)2003.P125-173

the students using English communicatively in the class (CLL), the novice teachers want to make the students reacting to their verbal input (TPR)

The second research conducted by Etikasariwas presented the thesis with the title is" The descriptive study of teacher's classroom management in building positive student behavior in teaching speaking in academic year 2012/2013". The result of this research is .there are three activities in building positive student behavior, they are including teacher established the rule and procedure, investing good relationship between teacher and students, and teacher treatments. The problem faced by teacher in this research are: students do not have self awareness to obey the rules, student seem to ignore teacher's care in teaching, students make noise when teacher's conveyed material, students are not enthusiasm in learning process, students are lack mastery in speaking, and students are not confident in speaking. Teacher 's way to enhance positive student behavior are: encouraging students; awareness to have responsibility in the rules of the class, trying to understand students' feeling and argumentation, connecting the materials with daily activities or with the real things, using games or an icebreaker to whip up students' enthusiasm in learning, motivating, students to have mastery in speaking skill, using reward and reinforcement to enhance positive students behavior, and using punishment to decrease negative student behavior.

The differences of the two researches above are in this research, the researcher wants to describe the kindsofnovice teacher's strategy in managing

English classroom. Then, after the researcher finds the answer, the researcher describes the implementation of kinds of English novice's teacher strategy in managing the classroom.

CHAPTER IV

DISCUSSION

In this chapter, the researcher will discuss the result of the research based on the statement of the problem. The result in this research is gotten from the result of observation, interview, and documentation at MTs TerpaduBina Putra CendikiaPonorogo in academic year 2015/2016. This research was conducted on April 5 up to April 31, 2016

1. **The Kinds of Novice Teacher's Strategy used in Managing English Classroom at the Eighth Grade of MTs TerpaduBina Putra Cendikia in Academic Year 2015/2016**

   In managing the classroom teacher shall know student's condition. It means that not only preparesthe material but also prepare what the good ways to avoid a noisy. Process in managing the English classroom is the important thing, because it is one of process in transferring the message from teacher to the students. Based on researcher interview with the Novice teacher at eight grades, he feels enjoyed in explaining the material, because he has know, about his student's well.

   Ade rukman&Asepsunarya also suggest that the ability of teacher to organize classroom and managing the teaching process is critical to achieve

good educational outcomes. [46] Thus, classroom management as a methods and strategies used to maintain student success in learning.

In managing the classroom as a novice teacher need variety strategies to avoid uncomfortable process in teaching and learning process. It is supported with Colin J. Smith theory that when the variety of the factors that affect the interactions between teachers and pupils in classroom are considered, it is clear that is not possible to suggest ways in which teacher can always manage to avoid unnecessary or helpful confrontations. [47]

The most important thing which must be done by teacher is preparing good material and strategy to manage the classroom. Based on the interviewed on April 18, 2016 with Mr. Eko, she had gotten that in teaching process, teacher prepares good strategies. The variety of strategy helps teacher and students to improve their quality in teaching and learning process. Using strategy can create classroom English more interesting.

According to Joyce MCLeodmodels, strategy in managing the teaching and learning processes divides into five categories[48]. Based on the interview and observation with Novice Teacher in eighth grade, he used those

[46]Ade Rukman&ASepSunarya.PengelolaanKelas.(Bandung:UPI Press), 21.
[47] Colin J. Smith and Robert Laslett.*Effective classroom management, A teacher's guide second edition.*(New York: Routledge), 2002, 66.
[48]Joyce McLeod, Jan Fisher and Ginny Hoover.The Key Elements of Classroom Management, Managing Time and Space, Student Behavior, and Instructional Strategy. (Alexandria Virginia USA: Association for Supervision and Curriculum Development)2003.P125

strategies to achieve the success in teaching and learning process. He said that success in teaching English when his students applied their skill in daily life.

The process of teaching English itself is receiving, attending, understanding, responding and remembering. Connected with strategy that was used in teaching English, student's activities were receiving the material from teacher and giving attention during the learning process. Students understand the content of the material by doing the work. The last was remembering the material that has been taught.

Based on observation in eighth grades student, the researcher found that there are some strategies used in teaching and learning process. These strategies applied in order to achieve the successful in transferring knowledge to the students effectively. Because in teaching and learning not only need understanding the material well but also have good and interactive strategy in manage the students. So that they can enjoy in receive the material.

Jerry G.Gebhard says that classroom management refers to the way teachers organize what goes on in the classroom[49]. It means that teaching and learning English in the classroom will be success if there is a good relationship between teacher and students. Teacher shall know student's condition, then the students shall try to understand the material.Furthermore election of the best strategy is the most important thing. That is proven by the

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[49] Jerry G Gebhard. Teaching English as a Foreign or Second Language. A Teacher Self development and methodology guide, (Cambridge:The University Of Michigan Press), 1983, 69.

statement of English novice teacher in eighth grade of MTs TerpaduBina Putra CendikiaNologatenPonorogo, who stated that using the right strategy is very important and the most important thing is to find out which strategy is best applied in teaching English. According to Mr.Eko,the English teacher is as the source, an interactive strategy is needed in teaching English.

Teacher said that they had done such research to their students to find out their previous experience of learning English. And in this research, he found that most of his students think that English is very difficult subject. That's why the teacher applied several strategies to teach English.

Based on the observation and interview, the teacher usesWhole-Class Strategy in managing the teaching and learning process.Whole-Class Strategy includes lecture, discussion, debate, teacher demonstration and giving directions. The strategies that English novice teacherused of MTs TerpaduBina Putra Cendikia is lecture, discussion and demonstration.

Lecture strategy also called by traditional strategy in teaching. This strategy is suitable for trainer with very little knowledge. It is supported by AsmanMakokha theory that the lecture method of instruction is recommended for trainees with very little knowledge or limited background knowledge on topic. It is also useful for presenting an organized body of new information to the learner.[50] From this theory, students of eight grades state that used lecture

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[50]AsmanMakokha and Michaela Ongwae.*Trainer's Handbook- A 14 days Teaching Metodology Course,*(Kenya: German Development Service)1997.

strategy it is unsuitable, because they have a little time to understand and make a note material.

The other strategy that used by novice teacher is discussion. Discussion involve in two-way communication between participants. In the classroom situation a teacher and students all participate in discussion. This strategy is more active than the lecture. It is supported by AsmanMakokha theory that the discussion is therefore, a more active learning experience for the trainees than the lecture.[51] From this explanation, the researcher concludes that in classroom English process, teacher suitable to uses a discussion strategy than lecture strategy.

Furthermore, demonstration strategy is best strategy when novice teacher still less skill in manage the classroom, and then with demonstration strategy novice teacher just needs more understanding the material. Demonstration strategy is strategy by explain the material step by step. Herenovice teacher as an expert has more knowledge. It is supported by Joyce Mcleaod theory that demonstration strategy, place where the teacher in the role of "expert" providing knowledge or skills by demonstrating a step by step. [52]

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[51]ibid

[52]Joyce McLeod, Jan Fisher and Ginny Hoover.The Key Elements of Classroom Management, Managing Time and Space, Student Behavior, and Instructional Strategy. (Alexandria Virginia USA: Association for Supervision and Curriculum Development)2003.P125

So the result of observation in eighth class about the use of this demonstration strategy gives an effective effect in teaching and learning process. Novice teacher is easier to convey the lesson to them, because the students still minimal in the mastery of vocabulary to help in understanding the lesson. By using this strategy students feel happy and excited students in the class, because they can remember what they get in class and also students can understand the lesson well. This strategy builds good relationship between the teacher and students. Teacher will know the student's character in study, than the students will fell that their teacher cares with them.

In addition novice teacher is pretty good and have been fulled standard in teaching. The strategy involves the teacher and students in teaching and learning process. It is supported by McLeod Gloria Feels s that there are the way teacher provide order in the classroom and their attitudes towards students experiencing problems in learning[53]. Sometimes teacher asked the students to make a group which consist of two or three people to discuss the material. Besides that students are learning individually.

The researcher have been known that one of the guidance for novice teacher in teaching English provide maximum of student's opportunity to improve their skills in target language. Students must be given more opportunity to practice language, mastering vocabulary, listen music or

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[53]McLeod Gloria Feels, Novice Teacher Perceptions of Prior Mentoring Experiences, East Tennesse State University, 2012.

watching English movie and practice to speak English well. Besides that, the teacher strategies is called by categories, because strategy is used to teach English with appropriate using theories in strategy of managing the teaching and learning English.

Furthermore, based on the theory and data that has been collected, the strategy in teaching English is maximally. Discussion and demonstration strategy is effective in teaching English because students can be active in learning process. It is shown that the novice teacher is creative in teaching. This strategy makes students active, understanding, enjoy and concentration in learning English. Moreover students are helping to reach the objective of learning easier. So that, the goals of English lesson can be reach the target of learning

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2. **The Implementation of Novice Teacher's Strategy used in Managing English Classroom at the Eighth Grade of MTs TerpaduBina Putra Cendikiain Academic Year 2015/2016**

To advance a teacher's quality and professionalism, an English novice teacher is demanded to be dexterous. One of the ways is having a good skill in measuring the students' competence. Besides it managing the classroom is the most important thing to make teaching and learning process effectively. It is supported by Jeremy Harmer theory that teacher must be competent with the

knowledge that she or he has to transfer the knowledge. [54]In those process, novice teacher uses whole class strategy. The dominant strategy of whole-class is Demonstration strategy that be applied of novice teacher. Mr.Eko says that:

In teaching English, teacher applies demonstration strategy because students more active and enjoy in learning process. Students can askeverything that they don't understand, and then the teacher will show and tell again. It creates a conductive classroom situation and also students to become more motivated and respect to the teacher and to the material.

From the statements above, we can conclude that in teaching English, teacher prefers using demonstration strategy because several reasons:

1. Demonstration strategy builds knowledge of teacher to know more information.

2. Demonstration strategy gives student opportunity to be active in give the question.

1. Demonstration strategy creates good relationship between teacher and students

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[54] Jeremy Harmer. *An Introduction to the Practice of English Language Teaching,* (England: Pearson Education Limited), 1998, 2.

The other dominant strategy applied in teaching English in eighth grades is discussion strategy. Discussion strategy is one way to improve their language in the real condition. Because, when teacher has a mistake or argument, students are able to give the argument based on teacher explanation.

In teaching English process,students often experience bored, but with the intelligence of novice teacher, Mr.Ekoapplies the strategy that makes the students more enthusiastic to participate in these lessons. By providing an appropriate strategy for them, students can do the task that is given by the teacher. Students become motivated, respect and active in a style that strategy, because they can expression their abilities.

In managing classroom and teaching and learning process, novice teacher does not only concern with what material that he gives but also concerned the other aspect like lesson plan, preparing the media, applying method and approach of teaching and providing evaluation. As an English novice teacher, he should be dealt with those one of demonstration strategy. As we know that students have different characteristics and physical condition. So to know it teacher must have creativities manage the classroom and manage the teaching and learning process.

From the result observation, interview and documentation, it can be discussed that application of demonstration strategy in teaching English at the eighth grades is classified into the process (planning, application, and evaluation).

The use of strategy in managing the classroom is more than one kind of varying strategies which can generate motivation to learn English. In selection and usedof strategies, that must be considered the relevant aspects. It is more affective and also in the use of discussion and demonstration strategies in MTs TerpaduBina Putra Cendikia in learning English can encourage student's motivations.

The result of interview with English novice teacher and some students, researcher found that:

Novice teacher applies two kinds of strategy in managing the English classroom,those are demonstration and discussion strategy. By demonstration and discussion strategy in teaching English students will understand teacher's instruction and student take notes on what the teacher shares, not how the teacher shares. Those strategies helpstudents to do the work well. Although this is an excellent strategies to motivate students in learn English, but there are still has disadvantages.

CHAPTER V

CLOSING

A. Conclusion

After doing an observation and interview at MTs TerpaduBina Putra Cendikia to find out which strategy is based on the data, the researcher can conclude that:

1. The kinds of novice teacher's strategy used in managing English classroom are lecturing, discussion, and demonstration strategy. Those strategies help the novice English teacher in explaining the material to the students who have different characteristics. So to know the student's characteristics, the novice teacher must have somecreativitiesin managing teaching and learning to make students active and enjoy the English class.

2. The implementation of novice teacher's strategy in managing English classroom is discussion and demonstration strategy. Teacher prepares the material and teaching using real example to support and manage English classroom during teaching and learning process. Teacher preparationis including three process: planning, application, and evaluation.

B. Recommendation

After analyzing the result of the research, the researcher would live to give some recommendation:

1. For the teacher

   In English teaching, novice teacher find out which the best strategies to make students understand in learning English. Then, novice teacher should be creative to create student's enjoyable in learning. Thus novice teacher suggested to use the suitable strategies in teaching English.

2. For the students

   For the students is to help the student's comprehension in learning English lesson, are suggested to have active participation in attending English classroom activity. By asking their difficulty, and by making a note what teacher's explanation, they will get good achievement.

3. For the school

   For the school, it is to improve the English novice teacher's quality especially for English Novice Teacher.

4. For the writer

   For the writer the result of this study is to add a reference in managing the classroom in English learning process. Then, it can give contribution in

teaching and learning process. the writer knows whre the effective strategy in managing the classroom in the firs teaching experience.

5. For the readers

   This study will give a contribution to the reader, especially for student's of English education department of STAIN Ponorogo and so the other students who want look at this thesis to make references.

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