

**AN ESP TEACHER'S VERBAL CLASSROOM MANAGEMENT
STRATEGIES IN TEACHING ENGLISH FOR NURSING DEPARTMENT**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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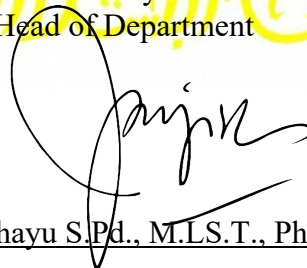
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STATEMENT OF WORK'S ORIGINALITY

I hereby affirm that I am the sole author of this thesis, entitled “Classroom Management Strategies in Teaching English for Nursing”. I attest that all the work contained within in my original creation, except for the content that has been appropriately cited and referenced in accordance with academic standards and practices for scientific research papers.

Yogyakarta, 22 Juni 2024

The Writer,



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MOTTO

“And whoever fears Allah - He will make for him a way out. And will provide for him from where he does not expect. And whoever relies upon Allah - then He is sufficient for him. Indeed, Allah will accomplish His purpose. Allah has already set for everything [decreed] extent.”

(At-Talaq: 2-3)

DEDICATION

By mentioning the name of Allah SWT and his grace, I feel honored to be able to present the completion of my thesis. I convey my sincere dedication to my beloved parents, whose unending love and assistance have been very meaningful to my educational journey. It is with his help that I can be their guiding light and provide them with all the resources that have occurred while I was seeking knowledge abroad and have motivated me to continue trying to reach targets and provide useful assistance to the population. I would also like to thank my supervisor, Mrs. Banatul Murtafi'ah, who has provided guidance, time, and knowledge in the process of completing my thesis. Lastly, I give this achievement to myself. I am grateful that this success has strengthened my heart and enabled me to persevere through obstacles and complete this thesis, despite my weaknesses. This trip has strengthened me and added to my learning skills.

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Finally, I still have shortcomings and am far from perfection, therefore I ask for suggestions and constructive criticism so that in the future it will be better, hopefully in the future, this thesis can be useful for other people.

**AN ESP TEACHER’S VERBAL CLASSROOM MANAGEMENT
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ABSTRACT

Effective classroom management is a critical component in teaching English as a second language. This research aims to determine how an English teacher for Nursing Department lecturer implemented classroom management strategies in his classroom. This is an observational study carried out in an English for nursing course at a university in Yogyakarta. The data in this study were assessed from a lecturer who has been teaching English for Nursing for more than five years. This research revealed that the lecturer has implemented comprehensive classroom management strategies, covering various important aspects that contribute to the creation of a conducive and effective learning environment. He can build positive relationships with students through effective communication and constructive feedback. He also can communicate clear rules and expectations to students regarding expected behavior in the classroom. The effective implementation of physical design, rules and routines, relationships, engaging motivation, and discipline indicates that the lecturer has a good understanding of the importance of classroom management in supporting successful learning processes.

Keyword: Classroom Management Strategies, English for Nursing, Observational Study

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Effective classroom management is a critical component in teaching English as a second language. According to Sieberer-Nagler (2016), an effective classroom management with clear rules and procedures minimizes disruptions and distractions, hence enabling lecturers to dedicate more time teaching and students to spend more time learning. Sieberer-Nagler (2016) defines classroom management as a set of strategies and procedures that lecturers employ to provide a safe, well-organized, and stimulating learning environment for their students. In the context of teaching English, classroom management plays an important role in helping students develop their language skills, build confidence, and achieve their learning goals. In the absence of proper management classes, students will find it difficult to participate in teaching, which will have an impact on slow language comprehension and academic success. (Marzano & Pickering, 2001).

Although it is important in English teaching management classes, lecturers tend to face challenges when maintaining a good learning area. Part of the problem when managing a classroom is poor attitudes by students, which can hinder the processing of teaching and create a bad environment (Rozimela,

2016). Additionally, the lack of participation and motivation of students can hinder the effectiveness of the structure of the class series, so it is not easy for teachers to maintain a teaching area that is attractive and productive. (Cangelosi, 2013).

According to Thangarajathi and Joel (2010), lecturers may face challenges in implementing effective classroom management strategies, particularly in the context of teaching ESP classes such as in a nursing department. These challenges include large class sizes, limited resources, and cultural and linguistic differences among students. There is a study that explains the importance of investigating the structure of classroom management methods specifically for the nursing profession, because this series fills an appropriate gap in the literature, by exploring this classroom management and its influence on the academic potential of nursing and its teachers. The students selected for this research are nursing teachers who are careful and good at providing knowledge regarding the structure of classroom processors specifically in their educational context.

Furthermore, creating a good and peaceful learning area is important for teachers. Therefore, a management scheme must be implemented. A proper management scheme includes special methods such as implementing regulations and guidelines, discipline, and setting the rules of the place.

Furthermore, experts Marzano (2003) and Garret (2014) have developed a comprehensive classroom context that combines sequences and techniques for proper learning. This work context includes proactive schemes such as building relationships with students, designing appropriate teaching, and providing positive feedback, and reactive schemes such as dealing with students' bad behavior and maintaining an appropriate classroom area.

Furthermore, the management scheme for classes in English for special purposes (ESP) is very important in order to create an appropriate learning area. The ESP course is designed to focus on English for academic targets, for example, business, medicine, law, etc. In this way, the class management scheme in ESP must be aligned with the needs of students. The right classroom management scheme can support ESP students in their progress which is important for achieving success in their field. Furthermore, classroom management schemes can provide a supportive and mixed learning area, where ESP students can examine their discussion skills, and ideas, and engage in good discussions (Rido et al., 2016). By understanding the importance of the classroom management scheme in ESP, teachers can create learning areas that are appropriate to their objectives.

Next, a study from Sariakin (2021) revealed how intensive English course lecturers apply classroom management strategies during the

pronunciation teaching process. The result shows that the lecturer used group discussion, role play, and drills for their strategy in managing the classroom for learning pronunciation. Additionally, another study from Muluk et al. (2021) attempted to investigate the classroom management in EFL speaking class. The findings of their study suggest that the lecturers utilized a variety of strategies, including setting up the classroom, assigning students seating arrangements, emphasizing regulation, introducing specific speaking exercises, and coming up with interesting topics to discuss.

From the previous studies above, it could be summed up that the majority of existing study focuses on managing English classrooms in general but not English in a specific context. Therefore, this study intended to investigate classroom management strategy used by an English lecturer for specific purposes especially for the nursing profession. By addressing this case, this study is important because it fills a significant gap in the existing literature by focusing on classroom management strategies for a specific population, namely nursing professionals. Furthermore, this study can provide new insights and recommendations for effective classroom management strategies that can enhance communication skills for nursing students and professionals.

1.2. Identification of the Problems

Effective classroom management is essential to create a positive learning environment that promotes student engagement and facilitates learning. Therefore, ESP teachers are required to align their responsibilities, including lesson planning, and teaching delivery, as well as assessing student progress, and ensuring that students are motivated, disciplined, and actively participate in classroom implementation in order to create a good learning area. On the other hand, there are also several obstacles that ESP teachers can face, namely unfamiliar context or material.

Since ESP courses are designed to meet specific learner needs, lecturers may have to teach subjects or topics they are not familiar with. This can create difficulties in providing effective teaching, giving rise to a lack of self-confidence among lecturers and potentially hindering student learning. Therefore, overcoming these challenges requires appropriate training, resources, and strategies to help ESP lecturers provide effective teaching that meets the needs of their students.

1.3. Limitation of the Problems

This research is limited to classroom management strategies used in teaching English for nursing. Therefore, the subjects to be observed and investigated are nursing English lecturers.

1.4. Formulation of the Problems

This study attempts to answer the following question: How does an English for Nursing lecturer implement verbal classroom management strategies in the classroom?

1.5. Objectives of the Study

This study attempts to explain the following statement: To identify and describe classroom management strategies used by English Nursing lecturers.

1.6. Significances of the Study

In this study, this has precise implications for the types of stakeholders in the English language education section for the specific purpose of ESP.

- ESP Teacher: This research can provide knowledge regarding appropriate classroom management schemes and can be established in English teaching in Nursing. This study can be useful as a recommendation for teachers when improving their approaches, supporting the improvement of teaching practices, and providing for student needs.
- Pre-service ESP teachers: This research can be a useful resource in their training and readiness to teach students in the future. Through reviewing the classroom management schemes used by experienced ESP teachers,

pre-service teachers can gain efficient insights that can enable them to improve the skills and skills required for effective teaching in the classroom.

- Other researchers: This research can contribute to increasing literature related to ESP education and classroom management. These findings can inform further research regarding appropriate classroom management schemes in ESP courses as well as provide knowledge regarding unique barriers to the teaching of English in Nursing. Overall, this research highlights the significance of classroom management strategies in effective ESP course teaching and its potential impact on student learning outcomes.

CHAPTER II

LITERATURE REVIEW

2.1 Classroom Management

Classroom management is important for both students and lecturers. Dunbar (2004) emphasized that effective classroom management directly influences the teaching and learning process while providing opportunities for students (especially those with behavioral difficulties) to succeed academically and in social behavior. Wong (2018) defines classroom management as a set of comprehensive strategies, methods, and procedures that lecturers apply to create the best learning environment that encourages student participation, collaboration, and academic achievement. Hence, classroom management refers to the overarching framework and strategies employed by lecturers to create a conducive and well-structured learning environment that supports student engagement, behavior regulation, and academic achievement. It encompasses the lecturer's ability to establish clear expectations, routines, and procedures, foster positive relationships, implement effective instructional techniques, and manage student behavior to optimize learning outcomes and promote a positive classroom climate.

A study by Sari, Yunita, and Kasmains (2021) analyzed the application of classroom management strategies used by English teachers. This study

assesses various key elements of proper classroom management, such as its physical layout, provisions and trends implemented, teacher-student relationships, student participation and motivation, and disciplinary practices. Finding that English teachers tend to use management schemes in the classroom, a good teaching area was born. The successful implementation of this is a major role in classroom management when trying to increase the level of learning proficiency and foster positive interactions between teachers and teachers. The findings in the research presented by Sari, Yunita, and Kasmaini (2021) are relevant in contexts such as English language teaching in Nursing. The implementation of this classroom management scheme can be useful in advancing skills and increasing student success. This study is very useful in providing a basis for examining the implementation of comprehensive classroom management practices in special language courses.

In the context of this research, classroom management operationally means the practical application of strategies and techniques through lecturers to develop and maintain an appropriately managed learning environment. Based on Garret (2014), a well-managed and productive learning environment includes specific actions such as:

- a. Organizing the learning environment's physical arrangement by physically structuring the learning environment requires intentional design choices in order to produce a setting that encourages student

involvement, cooperation, and active learning. Lecturers may design a space that promotes a positive and productive learning experience for all students by taking consideration of the layout, resources, seating, displays, and adaptability.

- b. Develop rules and regulations by clearly defining behavioral and academic expectations, rules, and consequences, and effectively communicating them to students, to provide a structured and predictable learning environment.
- c. Building caring relationships by fostering a sense of community and respect, and promoting a safe and inclusive classroom environment where all students feel valued and motivated to actively participate.
- d. Integrating efficient and effective instruction by developing well-organized lesson plans, selecting appropriate instructional materials, and employing effective teaching methods to engage students, cater to their diverse learning needs, and facilitate their understanding of the content.
- e. Solving problems with regulation by implementing preventive strategies to prevent and address disruptive behavior, such as implementing behavior management systems, utilizing positive reinforcement, and providing individualized support and interventions when necessary.

2.2 Classroom Management for English for Specific Purposes (ESP)

An effective classroom management is of utmost importance in ESP settings as it creates an optimal learning environment, enables targeted instruction, enhances student engagement, optimizes time utilization, cultivates professionalism, addresses behavior and classroom dynamics, and provides individualized support. Based on Sieberer-Nagler (2016), by employing appropriate classroom management strategies, teachers can maximize the language learning potential of ESP learners and help them succeed in their specific profession.

According to Ragab et al (2022), in the context of Nursing students, classroom management plays a pivotal role in creating an optimal learning environment for them. The classroom becomes a space where students can develop their language skills while also gaining the necessary knowledge and confidence to communicate effectively in healthcare settings. Ragab et al. (2022) also emphasizes the importance of effective classroom management in teaching Nursing students. The study discusses the challenges lecturers face in maintaining a positive learning environment and the strategies they can use to address these challenges. It aims to investigate the classroom management strategies used by teaching staff and nursing professionals and fill a gap in the existing literature by focusing on a specific population.

Nursing students have a variety of exciting career opportunities in hospitals, clinics, long-term care facilities, and public health organizations. An aging population and the growth of chronic diseases have created a strong demand for specialty roles such as nurse practitioner, which can be achieved with an advanced degree. English language proficiency is usually required before nursing students can enroll in English courses, particularly in the areas of reading, writing, speaking, and listening. Effective communication skills with colleagues, patients, and medical professionals are essential for students. It is also important to understand medical terminology, the healthcare environment, and how to interpret research papers and medical notes written in English. Nursing students can adequately care for patients from various backgrounds when they speak English with cultural competence.

2.3 Review of Relevant Studies

Numerous researchers have delved into the topic of classroom management strategy, with a specific focus on its application in teaching English. The first research is from Sariakin (2021) that conducted the initial study in this area. His research falls under the qualitative research category as it solely focuses on describing the situation and conditions surrounding the implementation of pronunciation in classroom management, additionally

conducting a classroom management strategy by applying student-centered approach among young learners at Intensive English Courses. The findings indicate that teachers use a student-centered approach when implementing classroom management strategies. Furthermore, teachers employ three strategies; group discussion, role-playing, and practice throughout the learning process. Lastly, to assess the outcomes of the teaching and learning process, lecturers evaluate students using two types of tests: ongoing process tests and final tests.

The research on classroom management was also conducted by Safrul et al (2021). Their research employed classroom observation and semi-structured interviews to gather the data. The participants consisted of three EFL teachers who taught the English-Speaking class. This teacher was deliberately chosen because of his role in teaching the class. The aim is to explore the teacher's perspective when managing a speaking class, by focusing on the schemes he has implemented and the obstacles he will face. These findings show that teachers use various examples of schemes, class rules, seating, discipline, and others. However, the lack of tools or props in implementing this will make them less confident and their vocabulary will be limited.

Additionally, research entitled "Classroom Management and its Relationship to Student Academic Performance as Perceived by Nursing Teachers and Students" conducted by Ragab et al (2022) states that teachers

excel through 2 parts of their management performance: Creating appropriate teaching areas and engaging in interactive lectures. They achieved a commendable overall score for class management, with a significant majority of the staff demonstrating satisfactory performance in this aspect. Additionally, students reported academic performance in the classroom management domain was found to be most influenced by data presentation techniques to elicit responses. Followed by verbal instruction techniques, delegation of authority techniques, and instructional supervision. A sample of 942 undergraduate nursing students from four academic years and 127 academic staff members were employed in this study. However, the study did not specifically explore classroom management strategies teaching English, including ESP (English for Specific Purposes). Therefore, further research is needed to investigate effective classroom management strategies in the context of teaching English, especially ESP.

Based on the previous studies above, most of the study focuses on the EFL context but in general, not on the specific context. Conversely, this study intended to investigate classroom management strategies used by English teachers for specific purposes, especially for the nursing profession. Hence, bringing up this topic is crucial because it could fill a significant gap in the existing literature.

2.4 Conceptual Framework

This theoretical framework delves into the components of classroom management that contribute to creating an effective learning environment. Based on Garret (2014), the five essential components under examination are physical design, rules and routines, relationships, engaging and motivating instruction, and discipline. When integrated effectively, these components cultivate a conducive learning environment, valued for their collective impact. A thoughtfully designed physical arrangement minimizes disturbance and facilitates a range of pedagogical approaches. Clear rules and routines optimize instructional time and establish consistency. Positive teacher-student relationship promotes inclusive classrooms, which boost engagement and teamwork. Students pay attention to and are more likely to continue learning that is engaging. Effective disciplinary techniques deal with misbehavior without interfering with education, preserving a secure and ordered environment. A comprehensive understanding and implementation of these components are crucial for lecturers in creating a positive and conducive classroom environment that enhances student learning outcomes. For more detail, classroom management's component could be explained as follows:

a. Physical Design

The physical design of a classroom has an important role in creating a good teaching area. Teachers must be aware of various factors when designing the physical layout of their classrooms. This includes

when the tables are prepared so that they can work together, interact, and make activities easier for teachers and students. Different configurations, such as groups, pairs, or U-shapes, can be used based on the learning targets and student needs. Furthermore, ensuring accessibility and visibility in the classroom is also important.

Students are required to have easy access to teaching materials, and resources, as well as technology and classroom layout, enabling teachers to monitor and manage the class well. An attractive and organized area is created, through its appearance, as well as student work that is relevant to situations that stimulate and inspire the learning that has been managed.

b. Rules and Routines

Setting clear rules and routines is essential for maintaining discipline and setting expectations in the classroom. Teachers are required to develop and communicate effectively the rules regarding their academic and social expectations. Increasing collaborative rules, if needed, can increase ownership and the needs of students. Applying these rules correctly is key, because these rules guarantee fairness and

maintain a good and respectful teaching area. Students are required to pay attention to the consequences of their implementation and the gains through good behavior. He teaches and strengthens his tendencies and schemes in daily activities, transitions, and class management tasks are also equally important. This helps minimize distractions, optimizes teaching time and creates structured and predictable learning. By explicitly addressing these tendencies, students internalize expectations and become experts in classroom instruction.

c. Relationship

Building positive relationships is a fundamental aspect of effective classroom management. Educators should actively strive to create a warm and supportive environment where students feel valued, safe, and respected. It involves demonstrating caring, empathy, and genuine interest in the student's life, creating a sense of belonging and emotional support. Effective communication between teachers and students is essential. Open and meaningful dialogue builds trust, understanding, and mutual respect.

Educators must actively listen to students, provide constructive feedback, and foster a non-judgmental atmosphere where students feel

comfortable expressing their thoughts and concerns. In addition, encouraging collaboration and cooperation and creating a sense of togetherness in the classroom strengthens relationships among students. Cooperative learning assignments, group work activities, and team-building exercises promote positive interactions, empathy, and respect for diverse perspectives, fostering a supportive classroom environment.

d. Engaging and motivating

Engaging and motivating instruction is essential for engaging students, promoting active participation, and encouraging deep learning. Educators must use a variety of strategies to make instruction engaging and motivating. This includes recognizing and addressing students' diverse learning needs and preferences through different instruction. By using a variety of instructional, material, and assessment strategies, educators can cater to individual strengths and interests, ensuring all students are actively involved in the learning process. Active learning techniques, such as hands-on activities, discussions, debates, problem-solving assignments, and real-world connections, stimulate student engagement and critical thinking.

These techniques encourage students to take ownership of their learning process, apply their knowledge, and develop a deeper understanding of the content. Making lessons meaningful and relevant by connecting them to students' real-world experiences and interests and providing opportunities for the application of authentic knowledge increases student motivation and promotes deeper levels of engagement.

e. Discipline

Discipline is an important aspect of effective classroom management that aims to build a structured and respectful learning environment. It includes a variety of strategies and approaches to promote responsible behavior and maintain order in the classroom. One of the key aspects of discipline is setting clear expectations for student behavior. Educators should communicate the rules and standards of conduct to students, ensuring they understand what is expected of them. These expectations should be age-appropriate and aligned with the overall classroom values. By establishing clear boundaries, students have a better understanding of the behavior that is deemed acceptable.

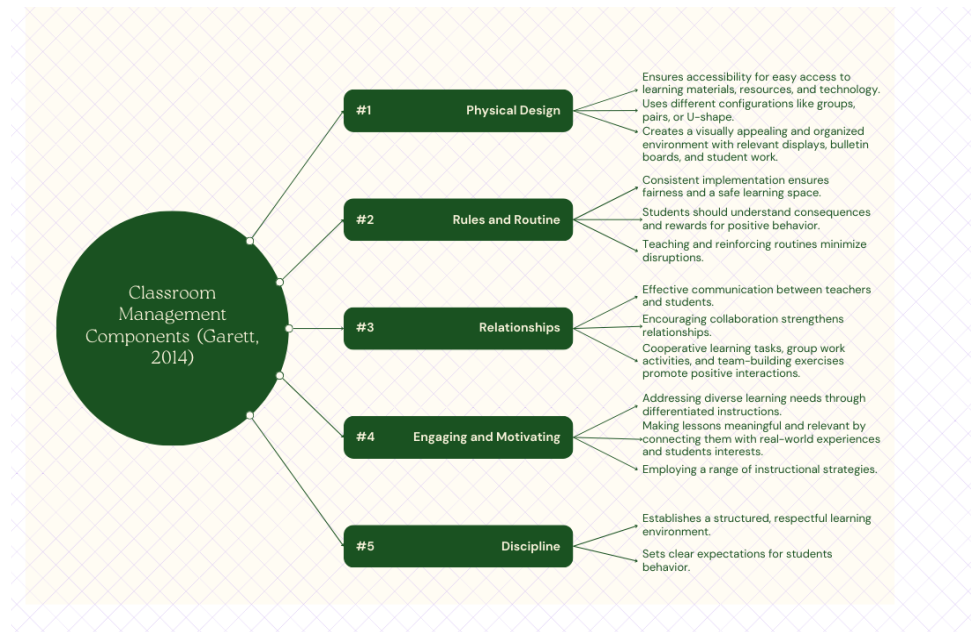


Figure 2.1. Conceptual Framework of Classroom Management Components
(Garret, 2014)

The key elements or features related to successful classroom management components can be included in the conceptual framework of classroom management components based on Garret (2014). We can refer to the general components that Garret explained in the context of classroom management to explain the components that researchers might use in collecting data for this research.

1. Physical design: An aspect that can be obtained from physical design is the seating arrangement. Grouped or U-shaped seating arrangements, for example, are essential for implementing classroom management strategies because they facilitate easy access to learning materials and help lecturers

manage the class effectively. The second aspect is classroom layout, as this assists lecturers in creating a learning environment that is visually appealing and well-organized.

2. Rules and routines: Establishing clear rules and routines is an aspect taken from this component. By teaching and reinforcing clear rules and routines, students become more aware of the norms of what can and cannot be done in the classroom to foster an effective learning environment. This aspect is also important to help students understand the impact of breaking the rules.
3. Relationships: Building positive feedback, effective communication and constructive feedback are the aspects drawn from this component. By implementing these aspects, lecturers can strengthen relationships through effective communication and collaboration that makes students feel comfortable. Additionally, utilizing a variety of group work and team building will encourage positive relationships.
4. Engaging and motivating: The aspects taken from this component are divided into three; address learning needs, as it helps address diverse learning needs through differentiated teaching. The next aspect is the use of learning strategies and the last is active learning techniques. These aspects are crucial as they use a series of learning strategies and increase the relevance and significance of learning.
5. Discipline: Setting clear expectations for student behavior is one of the many advantages that may be gained from this component. This is a vital part of

establishing effective classroom management as students tend to be more compliant with established regulations when there is discipline.

CHAPTER III METHODOLOGY

3.1 Research Design

In this study, the researcher employed an observational study. According to Creswell (2002), observational research is utilized to explore a topic for the researcher to obtain a comprehensive understanding of a specific situation. The case in this research is how the classroom management strategies are implemented. Observational research used in this qualitative approach focuses on investigating a fundamental problem, key notion, topic, or process examined in observational research. Furthermore, observational research, according to Christensen and Johnson (2000), is concerned with acquiring an “insider’s perspective” on people and society, which demands intimate interpersonal and often interactive dialogue. They also noted that getting close to the research object through observation is vital in observational studies because it allows them to experience firsthand the subjective components of the problem they are studying. As the researcher wanted to investigate a specific problem which was the central problem in classroom management strategy; as a result, an observational study was used in this study. Researchers at a university in Yogyakarta used data from this study to explain classroom management strategies used in teaching English for Nursing.

3.2 Data Preparation

In the data preparation phase, the participant selected for the study was one English Nursing lecturer at the Nursing Department of a university in Yogyakarta, Indonesia. This lecturer has been teaching English for Nursing for more than five years and holds a Bachelor's degree (S1) and a Master's degree (S2) in English Education. He is around 30 years old.

The rationale for selecting this participant was based on his expertise in English for Nursing, which made him well-suited to provide valuable insights into classroom management strategies specific to the context of teaching English for nursing students. In addition, his teaching experience of over five years ensures that they have faced a wide range of classroom management challenges and have developed strategies to effectively manage their classrooms over a long period of time.

Furthermore, an ESP's teacher educational background in English Language Education (both bachelor's and master's degrees) ensures that he or she has a solid foundation in language teaching methodologies and pedagogical theories. This background equips them with the knowledge and skills necessary to effectively implement classroom management strategies in teaching English for Nursing. By selecting participants who meet these criteria, this study aims to capture diverse experiences and perspectives, increasing the validity and reliability of the research findings. Participants' expertise, teaching experience, and educational background contribute to a comprehensive understanding of classroom management strategies in teaching English for Nursing at the university level in Yogyakarta.

3.3 Data Collection Technique

The data in this study was collected by observing how classroom management strategies were implemented at the Nursing Department of a university in Yogyakarta, Indonesia. The observation was held offline/face-to-face and the pre-observation interview that was given was based on the classroom management strategy construct. The researcher recorded one English for nursing class with a duration of one hour and 30 minutes.

Table 3.1. Matrix of Observation

Construct	Components	Symbol	Definition
Classroom Management Strategy	1. Physical design	PD	Classroom layout focuses on facilitating collaboration, movement, and access to resources to enhance both learning and classroom management.
	2. Rules and Routines	RR	Establish clear and consistent rules and routines to foster student ownership, maintain order, and optimize instructional time.

3. Relationship	R	Building positive teacher-student relationships in creating an environment that supports learning, prioritizing effective communication, and mutual respect.
4. Engaging Motivating	and EM	Engaging teaching that meets diverse learning needs, using active learning strategies to increase student engagement and critical thinking.
5. Discipline	D	Effective discipline involves setting clear expectations, communicating behavioral standards, and using strategies that reinforce responsible behavior in a structured classroom environment.

Table 3.2. Observation Checklist

Classroom Management Strategies	Sub-components	Tally Total(N)
Physical Design	Seating arrangement Classroom layout	
Rules and Routines	Clear rules and routines	
Relationship	Building positive relationship Effective communication Constructive feedback	
Engaging and Motivating	Addressing learning needs Employing instructional strategies Active learning techniques	
Discipline	Setting clear expectations for students' behavior	

3.4 Data Analysis Technique

Miles and Huberman's (1994) data analysis technique was used in this study. Data analysis had three major components. There were three of them: data reduction, data display, and conclusion. The method is adaptably outlined below:

a. Data Reduction

During the data reduction process, the researcher made choices and simplifications to condense and summarize the information gathered from the observations. This data reduction took place throughout the research activities. The researcher specifically focused on reducing information that was deemed unimportant or did not support the data required for the study.

When observing the teaching and learning activities in the classroom, the researcher selected and prioritized the aspects related to classroom management. This selection and focus allowed the researcher to concentrate on the specific strategies and techniques applied in managing the classroom environment effectively. By narrowing down the data to classroom management practices, the researcher aimed to gather relevant information that aligns with the research objectives.

b. Data Display

Displaying the data involves presenting the information in the form of descriptions or narratives. This technique serves as the second component in data analysis and is utilized to organize the data, descriptions, or narratives in order to draw conclusions. Through the process of displaying the data, the researcher determined the necessary

actions to be taken, such as further analysis or making informed decisions, based on their understanding of the data.

c. Conclusion drawing

The third activity involved drawing conclusions, which occur continuously throughout the research process. Making a conclusion is the process of drawing the content of the data collected in the form of a good statement and having clear data. Researchers continue to collect and formulate their interpretations. Researchers not only documented their observations, but they also included their interpretations of those observations in their writings.

3.5 Trustworthiness

Ensuring the validity and reliability of research data is crucial. According to Creswell (2013), researchers follow specific procedures to verify the accuracy of their findings. In this qualitative research, the researcher employed triangulation as a means to check the trustworthiness of the data. Triangulation involves extending the researcher's actions beyond the norm, often by using multiple methods.

Furthermore, Creswell (2013) mentioned one of the types of triangulations which is theory triangulation. In this study, the researcher employed theory

triangulation by approaching the data from various perspectives of classroom management theories. The researcher conducted an unstructured interview with the lecturer, using it as confirmatory data to align the observations with the teacher's perspectives on classroom management. Additionally, the researcher carefully reviewed the observation transcripts multiple times to recheck the data and enhance its credibility.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explored and analyzed research findings relevant to classroom management strategies in teaching English for nursing. Specifically, this research investigated how these classroom management strategies are applied in the context of teaching English for nursing students. This includes strategies to facilitate effective communication, consider the needs and specific characteristics of the nursing student population, and create an inclusive and supportive learning environment. The research findings that were analyzed and discussed here include results of this current research and its discussion with the relevant studies.

4.1 Finding

Based on the observation, it was revealed that the English teacher in the nursing department used the strategies as seen in the table below.

Table 4.1. Classroom Management Strategies in Nursing Classroom

Classroom Management Strategies	Sub-components	Tally	Total(N)
Physical Design	Seating arrangement	II	2
	Classroom layout	-	-
Rules and Routines	Clear rules and routines	-	-
Relationship	Building positive relationship	II	2
	Effective communication	III	4
	Constructive feedback	III III III	13
Engaging and Motivating	Addressing learning needs	-	0
	Employing instructional strategies	III III I	11
	Active learning techniques	III III II	12
Discipline	Setting clear expectations for students' behavior	II	2

Classroom management strategies are defined as the techniques, tactics, or approaches used by teachers to create an orderly, effective, and supportive learning environment in the classroom. This includes various methods for managing student

behavior, organizing class structure and routines, facilitating interactions among students, and creating a positive learning environment (Wong, 2018). According to Garrett (2014), there are 5 components in strategic classroom management, namely physical design, rules and routines, relationships, engaging motivation, and discipline.

1) Physical Design of Classroom Management Strategies in Teaching English for Nursing

The physical design of the classroom plays a pivotal role in creating an optimal learning environment. Teachers should carefully consider various aspects when designing the physical layout of the classroom. This includes arranging desks or tables in a manner that promotes collaboration, interaction, and ease of movement for both students and the teacher. The physical design of classroom management strategies in teaching English for nursing includes arranging the physical space of the classroom to support effective learning for nursing students. This involves classroom layout, placement of learning equipment, and efficient use of space to create a comfortable and organized environment. The observation results from the English for Nursing classroom revealed that the physical design strategy, especially in terms of group work projects, was implemented by the teacher in the learning process as reflected in the expression below.

“We will try a group project to describe a patient, such as the pain, scale, frequency, and actions taken. The disease is free for each group, ranging

from common to chronic. Then, it can be demonstrated later.” (Line 105: OBS/PD/CL/001)
“Alright, we will use roulette to determine the members of each group for the discussion of the next chapter. The result is Syifa with Fadila, Raya with Retno, Nova with Mirza. Please gather around with your group.” OBS/EM/EIS/004

Based on the transcript above, the teacher asked students to gather around with their group members and work on a particular group project. It is known that one form of physical design of classroom management strategies in teaching English for nursing is through the creation of projects done in groups. This approach involves placing students in small groups to complete tasks or projects relevant to the subject. Strategies implemented by the teacher include group formation, selection of relevant projects, setting clear objectives, facilitating collaboration and communication, as well as presenting project outcomes.

In this group project activity, students were assigned the task of describing a patient, including the level of pain, pain scale, frequency, and actions taken. Each group was given the freedom to choose the type of illness to describe, ranging from common to chronic diseases. Subsequently, the results of the project can be presented in class. Through this group project activity, students were able to enhance their understanding of specific medical conditions and

practice their English-speaking skills. The use of group projects can also promote collaboration among students and provide a fun and interactive learning experience.

2) Rules and Routines of Classroom Management Strategies in Teaching English for Nursing

Establishing clear rules and routines is essential for maintaining order and setting expectations within the classroom. Teachers need to develop and effectively communicate age-appropriate rules that address both academic and social expectations. Collaborative rule development, when appropriate, can increase student ownership and compliance. Rules and routines of classroom management strategies in teaching English for nursing involve establishing clear guidelines and procedures to regulate behavior and facilitate effective learning in the classroom setting. These rules and routines are essential for creating a structured and conducive learning environment that supports the academic and professional development of nursing students. Rules and routines of classroom management strategies in teaching English for nursing encompass one indicator, which is clear rules and routines.

The indicator of clear rules and routines within the factor of rules and routines in classroom management strategies is when the lecturer clearly communicates the rules and routines applicable in the classroom to the students. This includes explaining clearly what is expected from students in terms of behavior, discipline, and procedures to be followed in the learning

process. However, despite the intended framework, the transcripts revealed inadequacies in the use of this strategy. The transcripts demonstrated the lecturer's weak communication and their inability to establish clear rules and guidelines. This oversight the establishment of a structured learning environment, which is critical to the academic and professional development of nursing students.

3) Relationship of Classroom Management Strategies in Teaching English for Nursing

Building positive relationships is a fundamental aspect of effective classroom management. Teachers have an active responsibility to provide a welcoming and encouraging atmosphere where children feel respected, safe, and valued. This involves showing genuine care, empathy, and interest in students' lives, creating a sense of belonging and emotional support. Effective communication between teachers and students is crucial. The relationship between classroom management strategies in teaching English for nursing consists of 3 subthemes, namely building positive relationships, effective communication, and constructive feedback.

a. Building Positive Relationships

Building positive relationships is important for fostering positive relationships between the teacher and students, as well as among students themselves. Building rapport and trust creates a supportive learning environment where students feel valued and respected. Teachers can achieve

this by showing genuine interest in students' well-being, being approachable and accessible, and promoting teamwork and collaboration among students. From the observation results, it is evident that the relationship strategy regarding the indicator of building positive relationships, i.e. giving compliments to students, implemented by the teacher in the learning process, is reflected in the expression below.

“Okay, very good. Can you read once again please from the beginning?” (Line 015: OBS/R/BPR/003)

Based on the transcript above, it is evident that the lecturer is building a positive relationship with nursing students as one of the classroom management strategies. In this context, establishing a positive relationship with students can help create a conducive learning environment in the classroom, motivate students, and enhance their engagement in learning.

b. Effective Communication

In the next indicator, which is effective communication, teachers should clearly communicate expectations, instructions, and feedback to students to ensure understanding and clarity. Active listening skills are also essential for teachers to understand students' needs and concerns. Additionally, promoting open communication channels encourages students to express themselves freely and seek assistance when needed. From the observation results, it is known that the relationship strategy regarding the effective communication

indicator, implemented by the teacher in the learning process, is reflected in the expression below.

“It's better to be different. Later, friends, finish the dialogue to demonstrate it in front.” (Line 107: OBS/RR/CRR/002)

Based on the transcript above, it is evident that the pattern of communication strategy depicted in the transcript is the implementation of effective communication between the lecturer and the nursing students. The lecturer delivered specific instructions for completing and demonstrating a dialogue in front of the class, indicating that the lecturer had established effective communication on how the learning topic was studied and evaluated. Thus, through these instructions, the lecturer not only teaches language skills but also builds awareness of the importance of effective communication in nursing practice.

c. Constructive Feedback

The last indicator, constructive feedback, will elaborate on how providing constructive feedback is crucial for student growth and improvement. Teachers should offer feedback that is specific, timely, and actionable, focusing on both areas of strength and areas for improvement. Feedback should be delivered in a supportive and encouraging manner to motivate students to strive for continuous development. Moreover, encouraging peer feedback and self-reflection empowers students to take ownership of their

learning journey. From the observation results, it is known that the relationship strategy regarding the constructive feedback indicator, implemented by the teacher in the learning process, is reflected in the expression below.

Student: “Maybe a facial wound. From the picture on the books, we know the scale of the type of pain is maybe burning, stinging.” (Line 052: OBS/R/CF/003)

Teacher: “Ok... And what is the best treatment that should be done?” (Line 053: OBS/R/CF/003)

In the transcript, the pattern of instructional communication strategy reflecting the constructive feedback indicator between the lecturer and nursing students involves the use of reflective questions to stimulate critical thinking and evaluation from the students. The lecturer not only provided information but also asked questions that require students to reflect on the material they have learned and provide their own responses. By posing these questions, the lecturer provided an opportunity for students to think independently and develop their understanding of the topics discussed.

Providing constructive feedback is crucial for student growth and improvement. Teachers should offer feedback that is specific, timely, and actionable. Feedback should be delivered in a supportive and encouraging manner to motivate students. From the observation results, it is known that the

relationship strategy regarding constructive feedback was implemented by the teacher in the learning process, as reflected in the expression below:

“Ok... And what is the best treatment that should be done?” (Line 053: OBS/R/CF/003)

4) Engaging Motivation of Classroom Management Strategies in Teaching English for Nursing

Engaging and motivating instruction is vital for capturing students' interest, promoting active participation, and fostering deep learning. Educators should employ various strategies to make instruction engaging and motivating. This includes recognizing and addressing students' diverse learning needs and preferences through differentiated instruction. Engaging motivation of classroom management strategies in teaching English for nursing consists of 3 subthemes, namely addressing learning needs, employing instructional strategies and active learning techniques.

a. Employing Instructional Strategies

In the transcript, the pattern of instructional communication strategy reflecting the constructive feedback indicator between the lecturer and nursing students involves the use of reflective questions to stimulate critical thinking and evaluation from the students. The lecturer not only provides information but also asks questions that require students to reflect on the material they have learned and provide their own responses. By posing these questions, the

lecturer provides an opportunity for students to think independently and develop their understanding of the topics discussed.

“We can add the word quite severe to describe a condition that is quite severe. So what is the treatment? Is it a paste or? Ohh, tablets I see. If, for example, after that it doesn't go away, you should see a doctor. How's the English?” (Line 023-029: OBS/R/CF/003)

The pattern of instructional communication strategies seen in the transcript reflects the Engaging Motivation indicator of Classroom Management Strategies between the lecturer and nursing students in English language learning. In this context, the lecturer employs an approach that encourages student motivation to actively engage in the learning process. The lecturer provides specific instructions to students on how to describe conditions quite severe in English and poses questions that stimulate their thinking about appropriate treatment. After students provide answers, the lecturer offers positive feedback ("Ohh, tablet I see") and provides additional suggestions to enhance their understanding of the topic. By using this approach, the lecturer can motivate students to actively engage in English learning, giving them opportunities to participate in discussions and connect learning material with practical situations in nursing, all of which can enhance their interest and motivation in the learning process.

b. Active Learning Techniques

Active learning techniques in the Engaging Motivation of Classroom Management Strategies refer to the use of various methods and learning techniques that encourage active participation from students in the learning process. By implementing active learning techniques, lecturers can create a dynamic, engaging, and motivating learning environment where students are actively involved in learning and gain a deeper understanding of the learning material. From the observation results, it is known that the engaging motivation strategy in Active Learning, implemented by the lecturer in the learning process, is reflected in the expression below.

“Okay, umm can you assume. Why do we use the word assumption because we only assume and the person in charge of diagnosing is the doctor. So, we can assume. So, what should we do?” (Line 009: OBS/EM/ALT/004)

The instructional communication strategy pattern seen in the transcript reflects the Active Learning Techniques indicator within the Engaging Motivation of Classroom Management Strategies between the lecturer and nursing students in English language learning. In this regard, the lecturer poses questions about the use of the word "assumption" and provides explanations about its usage. The lecturer connects learning concepts with practical situations in nursing, such as the role of doctors in diagnosing patients. This helps students see the relevance and application of what they

are learning in the context of their work in the field. By using active learning techniques as mentioned above, the lecturer can create a dynamic and motivating learning environment where students are actively involved in the learning process and gain a deeper understanding of the learning material.

5) Discipline of Classroom Management Strategies in Teaching English for Nursing

Discipline is a crucial aspect of effective classroom management that aims to establish a structured and respectful learning environment. It encompasses various strategies and approaches to promote responsible behavior and maintain order in the classroom. One key aspect of discipline is setting clear expectations for student behavior. Educators should communicate the rules and standards of conduct to students, ensuring they understand what is expected of them. In assessing discipline within classroom management strategies, it can be measured by setting clear expectations for student behavior, which is a crucial component of effective classroom management strategies. In assessing discipline, this can be measured by examining the extent to which the lecturer has communicated clear rules and expectations to students regarding expected behavior in the classroom. From the observation results, it is known that the discipline strategy in setting clear expectations for student behavior, implemented by the lecturer in the learning process, is reflected in the expression below.

“Are you done? Okay, that’s enough, let’s go to present the results of your discussion. First group. Alright, the discussion regarding the next group will be carried out in the next learning session since the lecture time has ended. See you in the next class, I’m closing it now. Assalamualaikum wr. wb” (Line 109-113: OBS/D/SCESB/005)

In the transcript, a pattern of instructional communication strategy is evident, reflecting the indicator of setting clear expectations for student's behavior within the discipline of classroom management strategies. The lecturer provides clear instructions to students regarding what is expected from them. They inform students that the discussion time has ended and redirect their attention to the next activity, which is presenting the discussion outcomes. The lecturer sets clear time limits and ensures that students understand that the discussion time has ended, and the next activity will take place in the next learning session. By clearly communicating rules, expectations, and time limits to students, the lecturer creates a structured and conducive learning environment. This helps guide student behavior according to expectations and creates clear expectations about the actions to be taken in specific situations.

4.2 Discussion

Based on the observations and findings obtained by the researcher, it is known that in the English language learning process for nursing students, several classroom management strategies were implemented by the lecturer or instructor. All the strategies implemented by the English teacher in the nursing department include physical design, rules and routines, relationships, engaging motivation, and discipline which is in line with those proposed by Garrett (2014).

Firstly, physical design is known to involve the implementation of management strategies through group project creation. This approach involves placing students in small groups to complete tasks or projects relevant to the subject. Physical design in the context of teaching English to nursing students refers to the physical arrangement of the classroom that supports the implementation of classroom management strategies. One form of physical design that can be used is group project creation where students move their seating arrangement to make the group. Based on the observations, the students move their chairs and create a cluster seating arrangement. Cluster seating arrangement is one of the arrangements proposed by Garrett (2014). Group project creation is an effective strategy in teaching English because it combines task-based learning aspects with student collaboration, involving several components such as classroom physical arrangement, technology and supporting facilities, learning materials, student grouping, mentoring and guidance, as well as evaluation and feedback (Marzano, Pickering & Pollock, 2001).

The second strategy is rules and routines, where the pattern of instructional communication strategy reflecting the indicator of clear rules and routines. This strategy creates a clear framework for students, ensuring that they understand the rules and procedures to be followed during learning. The lecturer can begin each learning session by communicating learning objectives, schedules, and clear expectations to students. This helps in establishing appropriate expectations from the outset. Before assigning tasks to students, the lecturer should provide clear explanations of what is expected from them and the assessment criteria that will be used to evaluate performance (Garett, 2014). Despite these intentions, the transcripts revealed shortcomings in implementing this strategy effectively. The lecturer's failure to establish clear rules and guidelines is evident, hindering the creation of a structured learning environment crucial for the academic and professional development of nursing students.

The third strategy is relationship, built with indicators including building positive relationships, effective communication, and constructive feedback. In this context, building a positive relationship with students can help create a conducive learning environment in the classroom, motivate students, and strengthen their engagement in learning. This strategy was also used by Marzano, Pickering, & Pollock (2001) in their research. The lecturer uses open-ended questions to explore students' understanding of communication skills in English. They provide examples of situations where students should use English in nursing practice, such

as asking for assistance in massaging swollen areas. Thus, through these questions, the lecturer not only teaches language skills but also builds awareness of the importance of effective communication in nursing practice. The pattern of instructional communication strategy reflecting the constructive feedback indicator between the lecturer and nursing students involves using reflective questions to stimulate critical thinking and evaluation from the students. The lecturer not only provides information but also asks questions that require students to reflect on the material they have learned and provide their own responses. By posing these questions, the lecturer provides an opportunity for students to think independently and develop their understanding of the topics discussed.

The fourth strategy is engaging motivation. In this context, the lecturer employs an approach that encourages student motivation to actively engage in the learning process. The lecturer provides specific instructions to students on how to describe conditions quite severe in English and poses questions that stimulate their thinking about appropriate treatment. After students provide answers, the lecturer provides positive feedback ("Ohh, tablet I see") and offers additional suggestions to enhance their understanding of the topic. The lecturer uses questions to stimulate thinking and active engagement from students in the learning process. In this case, the lecturer asks questions about the use of the word "assumption" and provides explanations about its usage. The lecturer connects learning concepts with

practical situations in nursing, such as the role of doctors in diagnosing patients (Johnson et al., 2014)

The fifth strategy is discipline, which is measured by the extent to which the lecturer has communicated clear rules and expectations to students regarding expected behavior in the classroom. The pattern of instructional communication strategy reflects the indicator of setting clear expectations for student's behavior within the discipline of classroom management strategies. The lecturer provides clear instructions to students regarding what is expected from them. They inform students that the discussion time has ended and redirect their attention to the next activity, which is presenting the discussion outcomes. The lecturer sets clear time limits and ensures that students understand that the discussion time has ended, and the next activity will take place in the next learning session. By clearly communicating rules, expectations, and time limits to students, the lecturer creates a structured and conducive learning environment (Garett, 2014).

The overall results of this study indicate that classroom management strategies have been implemented by lecturers, consisting of several aspects: physical design, rules and routines, relationship, engaging motivation, and discipline. All these aspects have been applied in the learning process. These results are in line with the research conducted by Sariakin (2021), which explains that teachers adopt a student-centered approach and employ three strategies: group discussions, role-playing, and drills, during the teaching and learning process to maximize students'

understanding. This approach places students at the center of the learning process. Teachers act as facilitators, helping students develop their own understanding and skills. Group discussions involve students in conversations and exchanges of ideas on specific topics. Students work in small groups to discuss material, answer questions, and solve problems together.

In conclusion of all the results of this study are also in line with the research conducted by Safrul et al. (2021) which found that classroom management strategies are successful when exploring lecturers' strategies regarding the management of speaking classes, with an emphasis on the strategies they use and the challenges they face, such as classroom setup and seating arrangements, discipline management, specific speaking activities, and engaging discussion topics. Creating a physical environment that supports interaction and active participation is key to a successful speaking class. Proper classroom and seating arrangements facilitate effective communication and make students feel more comfortable speaking. Establishing and enforcing class rules helps maintain focus and order during speaking activities. This is important for creating a conducive learning atmosphere where all students feel valued and heard. Designing meaningful speaking activities and choosing engaging topics help improve students' speaking skills and make them more involved in the learning process. This also encourages active and interactive learning, which is essential for the development of speaking skills.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the observations and findings obtained by the researcher, it is known that in the English language learning process for nursing students, several classroom management strategies have been implemented by lecturers or instructors. These strategies include physical design, rules and routines, relationships, engaging motivation, and discipline. The conclusion of this research is that the lecturers have implemented comprehensive classroom management strategies, covering various important aspects that contribute to the creation of a conducive and effective learning environment. Setting up the classroom to support interaction and active participation, such as creating group projects. Lecturers provide clear instructions to students regarding what is expected of them in the learning process. They can build positive relationships with students through effective communication and constructive feedback. Lecturers use approaches that encourage student motivation to actively participate in the learning process. They can communicate clear rules and expectations to students regarding expected behavior in the classroom. The effective implementation of physical design, rules and routines, relationships, engaging motivation, and discipline indicates that lecturers have a good

understanding of the importance of classroom management in supporting successful learning processes.

5.2 Recommendation

Based on the conclusion of this research, here are several theoretical and practical recommendations that can be provided for the English language learning process:

1. Future researchers are encouraged to expand their studies by including multiple participants and observing multiple class sessions. Additionally, researchers should consider conducting similar studies within the context of English language learning specifically tailored for nursing students. This can help improve understanding of effective classroom management strategies in creating a conducive learning environment in English for Nursing.
2. To improve the learning process for nursing students, it is necessary to provide more facilities that meet the educational demands of nursing students. More laboratory areas modeled after hospitals would be beneficial as they allow students to gain practical, hands-on experience in an environment similar to their future careers.
3. Universities can provide training to lecturers or instructors in implementing effective classroom management strategies, including

how to design a classroom environment that supports interaction and active participation, build positive relationships with students, and foster their motivation to learn.

4. Educators, particularly English lecturers, can further utilize technology in classroom management to enhance interactivity and student engagement, such as using online learning platforms, mobile applications, and interactive software.

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APPENDICES

Appendix 1

Construct	Components	Symbol	Definition
Classroom Management Strategy	1. Physical design	PD	Classroom layout focuses on facilitating collaboration, movement, and access to resources to enhance both learning and classroom management.
	2. Rules and Routines	RR	Establish clear and consistent rules and routines to foster student ownership, maintain order, and optimize instructional time.
	3. Relationship	R	Building positive teacher-student relationships in creating an environment that supports learning, prioritizing effective communication, and mutual respect.

- | | | |
|----------------------------|----|---|
| 4. Engaging and Motivating | EM | Engaging teaching that meets diverse learning needs, using active learning strategies to increase student engagement and critical thinking. |
| 5. Discipline | D | Effective discipline involves setting clear expectations, communicating behavioral standards, and using strategies that reinforce responsible behavior in a structured classroom environment. |

Appendix 2

Data Transcription

Participant: T1

Time: 1:30:07

Date: March 13th, 2023

Teacher: T

Student: S

Subject	Line	Transcription	Theme	Codes
T	001	Dia bisa meminta bantuan orang lain untuk memijat bengkaknya, gimana bahasa inggrisnya? Dia bisa meminta bantuan.	Relationship (R)	OBS/R/EC/003
S	002	Can I have some message?		OBS/R/CF/003
T	003	Message itu pesan kalau pijet itu apa?	Relationship (R)	OBS/R/EC/003
S	004	Massage.		OBS/R/CF/003
T	005	Atau give some massage on the swollen. So, Selly, can you read this part again please?	Engaging and Motivating (EM)	OBS/R/EC/003
S	006	The pain is measured using a scale divided into 4 classes of pain, and for swollen wounds, they can be compressed using warm water. Then, if the pain from the swelling has not subsided, several actions can be taken, such as applying ranitidine and lansoprazole medication.		OBS/R/CF/003

S	007	For the pain, I think its 4 grades.		OBS/R/CF/003
T	103	Alright, we will use roulette to determine the members of each group for the discussion of the next chapter. The result is Syifa with Fadila, Raya with Retno, Nova with Mirza. Please gather around with your group	Engaging and Motivating (EM) Physical Design (PD)	OBS/EM/EIS/004
T	105	We will try a group project to describe a patient, such as the pain, scale, frequency, and actions taken. The disease is free for each group, ranging from common to chronic. Then, it can be demonstrated later.	Physical Design (PD)	OBS/PD/CL/001
T	111	Okay, that's enough, let's go to present the results of your discussion. First group.	Discipline (D)	OBS/D/SCESB/005

Appendix 3

Categorizing the Data

Observation Checklist

Classroom Management Strategies	Sub-components	Tally	Total(N)
Physical Design	Seating arrangement	II	2
	Classroom layout	-	-
Rules and Routines	Clear rules and routines	I	1
Relationship	Building positive relationship	II	2
		III	3
	Effective communication Constructive feedback	III-III III	13
Engaging and Motivating	Addressing learning needs	-	0
	Employing instructional strategies	III-III I	11
	Active learning techniques	III-III II	12
Discipline	Setting clear expectations for students' behavior	II	2

Appendix 4

	FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA	Gedung D, Sekeloa Wijasandjojo Kampus Terpadu Universitas Islam Indonesia Jl. Kaliurang km 14,5 Yogyakarta 55584 T. (0274) 898444 ext. 2106, 2151 F. (0274) 898444 ext. 2106 E. psika@uii.ac.id W. psika.uii.ac.id
Tanggal	: 10 Juni 2024	
Nomor	: 1582/DEK/70/DAA/VI/2024	
Hal	: Permohonan Izin Pengambilan Data Skripsi	
<p>Yth. Rektor Universitas Muhammadiyah Yogyakarta</p> <p><i>Assalamualaikum Wr. Wb</i></p> <p>Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.</p> <p>Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :</p> <p>Nama Mahasiswa : Nadya Putri Maharani Nomor Induk Mahasiswa : 20322089 Program Studi : Pendidikan Bahasa Inggris Pembimbing : Banatul Murtafi'ah, S.Pd., M.Pd. Judul Skripsi :</p> <p style="text-align: center;">"Classroom Management Strategies in Teaching English for Nursing"</p> <p>Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.</p> <p><i>Wassalamualaikum Wr. Wb</i></p>		
<p>Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia</p> <p> Dr. Prili Djurehul Ulum, S.Psi., M.Si., Psikolog NIR: 963200107</p>		

INFORMED CONSENT

Saya yang Bernama Nadya Putri Maharani (20322089), mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Bermaksud melakukan penelitian sebagai salah satu kegiatan dalam menyelesaikan tugas akhir untuk memperoleh gelar Sarjana Pendidikan. Tujuan dari penelitian ini adalah untuk mengetahui strategi manajemen kelas yang digunakan oleh dosen di perguruan tinggi swasta dalam pengajaran bahasa Inggris di kelas Keperawatan. Manfaat penelitian ini dapat menjadi referensi pengetahuan bagi calon guru dan guru bahasa Inggris itu sendiri.

Tidak ada kerugian yang didapat apabila bersedia menjadi subjek karena peneliti akan menjaga data subjek dengan sangat hati-hati dan mengutamakan kenyamanan subjek. Identitas pribadi sebagai subjek akan dijaga dirahasiakannya dan semua informasi yang diberikan hanya akan digunakan untuk penelitian ini.

Prosedur penelitian yang akan dilakukan adalah subjek secara sukarelawan bersedia untuk ikut serta dalam penelitian ini. Kemudian akan dilakukan observasi kelas. Tidak ada paksaan dalam ketersediaan menjadi subjek penelitian ini. Peserta berhak untuk ikut atau tidak ikut berpartisipasi tanpa ada sanksi dan konsekuensi buruk dikemudian hari. Atas perhatian dan kesediannya menjadi subjek dalam penelitian ini saya ucapkan terima kasih.

Saya yang bertanda tangan dibawah ini:

Nama : Wendy Rahmad Biyandi S.Pd., M.Hum.

Pengalaman mengajar : 8 Tahun

Alamat : Universitas Muhammadiyah Yogyakarta

Bersedia secara sukarela untuk menjadi subjek penelitian dengan judul **"Classroom Management Strategies in Teaching English for Nursing"**.

Saya telah mendapat penjelasan secukupnya mengenai kegiatan yang akan diadakan dan menyadari manfaat dalam penelitian ini.

Saya bersedia menjalani subject penelitian sesuai dengan yang telah direncanakan sesuai dengan tujuan penelitian.

Saya dapat mengundurkan diri sewaktu-waktu, meskipun penelitian ini masih berlangsung, apabila keadaan saya tidak mengijinkan untuk tetap ikut serta dalam penelitian ini.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Yogyakarta, 17 Juni 2024

Peneliti,



(Nadya Putri Maharani)

Yang membuat pernyataan,



(Wendy Rahmad Biyandi S.Pd., M.Hum.)