

**THE APPLICATION OF CLASSROOM  
MANAGEMENT IN TEACHING ENGLISH TO YOUNG  
LEARNERS IN "SUPER KIDS 1" LEVEL AT  
*SENTRA: FOREIGN LANGUAGES SURABAYA***

**A THESIS**

**By:**

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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
PROGRAM PASCASARJANA  
PROGRAM MAGISTER PENDIDIKAN BAHASA INGGRIS  
2007**

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**A thesis presented to the Magister Pendidikan Bahasa Inggris,  
Graduate Program, Widya Mandala Catholic University Surabaya,  
as one of the requirements to get the Award of Master Degree in English  
Education and Training**

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**The Application of Classroom Management in Teaching English to Young Learners  
in “Super Kids 1” Level at *Sentra: Foreign Languages* Surabaya**

A THESIS

Presented to Master in Teaching English as a Foreign Language Program

Surabaya Widya Mandala Catholic University

In partial fulfillment of the requirements for the degree of Master of Arts in Teaching  
English as a Foreign Language

By

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UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA

PROGRAM PASCASARJANA

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2007

## APPROVAL SHEET

(1)

The Application of Classroom Management in Teaching English to Young Learners in  
“Super Kids 1” Level at *Sentra: Foreign Languages* Surabaya

Prepared and submitted by Maria Lidwina (8212705020), has been approved to be  
examined by the board of examiners for acquiring the Master’s Degree in Teaching  
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Anita Lie, Ed. D.

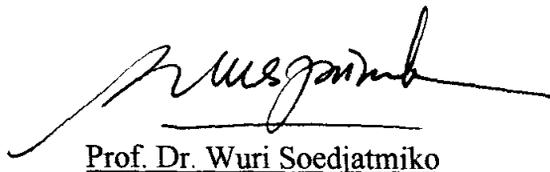
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APPROVAL SHEET

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Written and submitted by Maria Lidwina (8212705020) for acquiring the Master’s  
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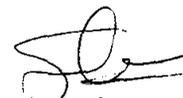
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# **ABSTRACT**

## ABSTRACT

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*Key words:*

Classroom management, young learners

This thesis was about the application of classroom management in teaching English to young learners in "Super Kids 1" level at *Sentra: Foreign Languages*. Classroom management is somewhat essential in ensuring the success of the teaching and learning process, it can maximize students' learning. However, it is usually neglected by many teachers. The application of classroom management for every level will be different. Classroom management for young learners, of course, will be different from that for adolescents. Therefore, this study observed how "Super Kids 1" level's teachers at *Sentra: Foreign Languages* conducted the classroom management for young learners and the factors that supported and hampered the teachers in conducting classroom management. In order to achieve the objective of the study that was to describe the application of classroom management, and also to identify the factors that supported and hampered the teachers in conducting classroom management in *Super Kids 1* level at *Sentra: Foreign Languages*, it used qualitative observational design.

For the underlying theories, it used classroom management theory that consists of the definition of classroom management and the element of classroom management. Then, it was also supported by teacher's role in classroom management and theory about teaching English to young learners.

This research used observational research design. The subjects were three teachers of "Super Kids 1" level. The instruments were the researcher herself, classroom observation parameter, a set of interview questions and field note. In collecting the data, it used classroom observation and interview. In doing classroom observation, the researcher did not take participation in the classroom.

The observation variables were preparation, presentation, methods, personal characteristics, teacher- students' interaction, sight- sound and comfort, seating arrangement and whiteboard usage. From the observation toward three classes; Class A, Class B, and Class C, classroom management conducted in Class A was quite well-done. Then, in Class B and Class C the classroom management was excellent.

As a conclusion, the classroom management for young learners conducted at *Sentra: Foreign Languages* was excellent. There were some factors, which support the teachers in conducting classroom management. They were the chairs and tables were removable, the classrooms were comfortable, the classes were big enough to do physical activities. Then, the factors that hampered were the imbalanced number of male and female students in the class so that it was necessary to control the number of students based on their sex, and learning styles.