**4.2.1 The Kind of Problems**

There were 2 problems found in this class:

First students didnt focus on learning. As an axample CP said “ The problem is that the children are not focused when learning process.” It means that student did not focus when the teacher ordered something like working on the questions that the teacher had given.

Second noisy classes along with talkative students. As an axample ZS “ If you are noisy, you can play around with us to take their attention.” It means that student interferes and talks with his friends while the material is being delivered, this problem will also disturb other students where other students cannot concentrate or are even distracted by their friends.

* + 1. **The Strategies Faced by EFL Teachers in English Class**

The researcher conducted this research by interview, to find out the kinds of strategies used by EFL teacher faced in English class. From the result of interview the researcher concluded that there was strategies used in managing classroom faced in English class. In this research, the interview guidelines was developed from the facts or theory about strategies. The respondent answered the questions according to their opinions and experiences.

* + 1. **The Kind of Strategies**

There were 4 strategies found in this class:

First giving punishment. As an example CP, ZS, and AN them said “Reprimand first with words, if student still naughty, give them punishment but not give in physical form.” It means that teacher give a lighter sentence first, if the punishment still keeps the student from being deterred, then the pre-service gives another punishment that can make them aware and deter. As stated by Sheahan Kyra (2018) punishment also reminds other students not to do some mistake like their friend did. This punishment using warning punishment, Memorizing vocabulary, and Moving students seat position. Punishment gives to the students to make them wary to do the mistakes (Irawati1 and Syafei, 2016). Punishment can help students to be more discipline and change their bad behavior in the class activity.

 Second building the relationship with student in learning process. This strategies using quenstions and answer, world of Korea pop, and jokes/ humor. As an example ZS said “ Making direct communication with students by giving questions and when in class always involving students in the automatic learning process.” It means that teaching and learning process is not only teacher-centered, students must also participate in the process. As stated Scrinever (2005) teacher should encourage interaction between students rather than only between students and teacher, and teacher and students. Also ZS said “ The way is we can take the topics that are currently hits such as bringing a car legend or Korea pop, enter their world.” It means that student are enthusiastic about listening to the discussion of this teacher's material, this is the way they do. And the last AN said “ I often react with students then make jokes, or hold quizzes or anything that can enliven the classroom atmosphere.” It means that teachers also begin to give and take ideas, develop respect for a different communication style, increase their appreciation of the humor of some classroom situations, and increase their own use of humor in communication. According to Gately and Gately (2001) the use of humor may mark the movement from the beginning stage to the compromising stage.

Third motivating the student to study. As an example CP said “ I say let is does it, so that it is quickly sorted out is or must be extra explanation about the material that I convey.” It means that Providing motivation to students in need is the obligation of teachers. According to Marzano (2003) and Setyowati (2017) the effective classroom manager develops instruction that engages the learners to define the strength of motivation to learning. The motivation of the teacher is very influential on students, so that students will be enthusiastic in the learning process.

The last organizing the activities. As an example AN said “ If we want to control all of our students, do not just sit in front of it occasionally controlling the back.” It means that teacher must be smarter in interacting with their students. The teacher must go around from one student to another and also pay attention to student needs. As stated by McCarthy, Lineback, & Reiser (2014)such school characteristics have a visible impact on the perceptions and actions of teachers in order to provide classroom management.

**4.4 Discussion**

From the findings above, it is seen here are two problems in class management, namely not focus and noisy classes along with talkative student. Those findings are similar to theory of Goldstein (2007) the problems in classroom management, emphasises on the noisy and distractive behaviours and emotional conditions of the students. This means that problems in the classroom greatly affect the learning process. Where the condition of the class and the situation of students must be in very good condition, so that the teacher is effective in teaching in the class.

Teachers who faced such problems not focus and noisy classes along with talkative student must have strategy so that the learning process takes place effectively. It is also related with Milner and Tenore (2010) they have concluded that the most effective strategy is keeping balance among the students and ‘immersion into students’ life worlds’ as in the same vein with the strategy of setting good relationship with the students. Therefore, teachers who do not know the situation of students and students' conditions will be very tired in the learning process. Moreover, it is different from many previous studies (Goldstein, 1995; McCarthy, Lineback, & Reiser, 2014; Kebede, 2018; Lasly, Merc and Subasi, 2015) categorise the problems in EFL setting as noisy students, lack of participation and unmotivated
students.

Otherwise in this study, These two problems were experienced by the two teachers, this can be seen from the results of teacher interviews. Merc and Subasi (2015) have reached the conclusion that noise is one of the most overwhelming classroom management problems while naughty students and organisation problems come as the other important problems regarding classroom management issue. Hence, teacher faces problems noisy classes along with talkative student.