

**CLASSROOM MANAGEMENT CHALLENGES IN
INCLUSIVE EFL CLASSROOM: A CASE STUDY AT SMPN 10
BANJARMASIN**

SARJANA'S THESIS

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Department**

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BANJARMASIN**

2026

LETTER OF APPROVAL

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This is to certify that the Sarjana's thesis proposal of (Vera Widyaningrum) reg. number 2210117220012 entitled "Classroom Management Challenges Faced by ELESP Pre-Service Teachers during Asistensi Mengajar" has been approved by the advisors for oral examination.

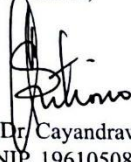
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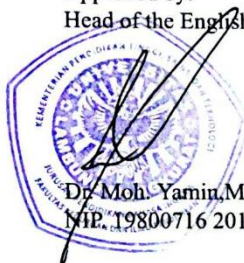
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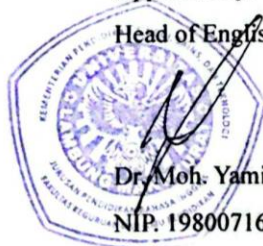


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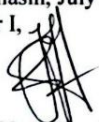
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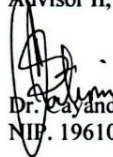
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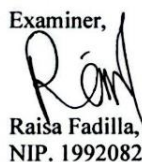
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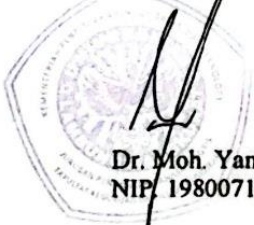
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ABSTRACT

Widyaningrum, Vera. 2026. *“Classroom Management Challenges in Inclusive EFL Classroom: A Case Study at SMPN 10 Banjarmasin”*. Sarjana’s Thesis. English Language Education Department, Faculty of Teacher’s Training and Education, University of Lambung Mangkurat, Banjarmasin. The first advisor: Dr. Hj. Noor Eka Chandra, M.Pd, the second advisor: Dr. Cayandrawati Sutiono, M.A.

Keywords: classroom management, inclusive classroom, EFL classroom, classroom management challenges, inclusive education.

Classroom management is essential for creating an effective learning environment, particularly in inclusive English as a Foreign Language (EFL) classrooms where students demonstrate diverse academic, behavioral, and learning needs. This study aimed to identify the classroom management challenges faced by an English teacher in an inclusive EFL classroom and to examine the strategies employed to address those challenges. This study employed a qualitative case study design conducted at SMPN 10 Banjarmasin. The participant was one English teacher who taught an inclusive classroom. Data were collected through classroom observations, semi-structured interviews, and documentation and were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing.

The findings revealed that the teacher encountered classroom management challenges across the five components proposed by Garrett (2014): physical design, rules and routines, teacher–student relationships, engaging instruction and motivation, and discipline. The main challenges included limited classroom space and seating arrangements, inconsistent implementation of classroom routines, communication barriers and social interaction issues involving students with special educational needs, students’ limited vocabulary and low confidence in using English, and disruptive classroom behaviors. To address these challenges, the teacher implemented both preventive and reactive classroom management strategies, consistent with Levin and Nolan’s (2014) framework. Preventive strategies included organizing the classroom environment, reinforcing routines, adapting communication, grouping students heterogeneously, modifying learning activities, and providing visual learning media. Reactive strategies included providing verbal reminders, redirecting students’ attention, offering individual assistance, repeating instructions, and giving immediate responses to inappropriate behavior.

The study concludes that effective classroom management in inclusive EFL classrooms requires teachers to be flexible, responsive, and adaptive to students’ diverse needs while maintaining positive teacher–student relationships and a supportive learning environment. The findings provide practical insights for teachers and schools in implementing effective classroom management in inclusive settings. Future research is recommended to involve multiple teachers, different educational levels, or various inclusive school contexts to obtain a broader understanding of classroom management practices and to compare strategies across diverse educational settings.

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The researcher realized that this research is still far from perfection. Therefore, suggestion and advices are expected to improve the quality of this research. The researcher hopes this research can give something useful for the readers.

Banjarmasin, July 2026

The Researcher

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