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EXPLORING CLASSROOM MANAGEMENT IN TEACHING AND LEARNING ENGLISH: CASE STUDY AT AEKHAYUARA ISLAMIC BOARDING SCHOOL SIBUHUAN NORTH SUMATERA

THESIS

Submitted to Fulfill One of Requirements for the Award of
Magister of Education (M.Pd) at Islamic Education
Concentration on English Education Department



BY

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**THE POST GRADUATE PROGRAM
OF STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
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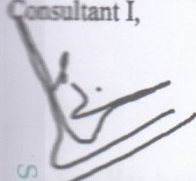
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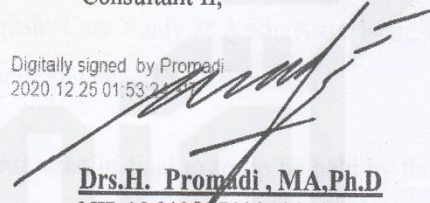
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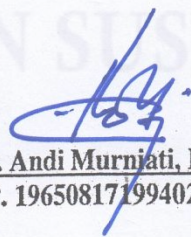
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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet Name Latin Alphabet

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	Ain	
غ	Ghain	Gh
ف	Fa	P
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H ₂
ء	Hamzah	ء
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العامه written al-ammah.

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3. Short Vowel

Fathah is written a, for instance (شريعة) Syari`ah), Kasrah is written i, for instance (الجبالي) al-Jibali) and dhommah is written u, for instance (ظلوما) (zhuluman).

4. Double Vowel

او is written aw, او is written uw, اي is written ay, and اي is written i.

5. Ta` Marbutah

The stopped Ta` Marbutah in the last verse h, for instance (الشريعة) is written syaria`ah, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written t, for instance al-maytatu in

الميتة :Arabic

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written al, for instance (المسلم) is written al-Muslimu, unless when it is the name of person followed by the word Allah, for instance, (عبدالله) Abdullah).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

ABSTRACT

Lijah Adena Hasibuan. (2021): “Exploring Classroom Management in Teaching and Learning English: Case Study at Aek Hayuara Islamic Boarding school Sibuhuan north sumatera”.

The objectives of this research was to describe of classroom management conducted by English teacher during Instructional and to explore the factors that influence teaching learning process in managing classroom at Aek Hayuara Islamic boarding school. This study was conducted under the qualitative case study design. The participants of this research were an English teacher at eighth grade of Islamic junior boarding school Aek Hayuara Sibuhuan North Sumatera. The data were collected from the observation and interview. Observation and semi - structured interview were used to collect data about classroom management. The researcher observed learning activity to know the real process of classroom management. Techniques of analyzing data used data reduction, data presentation and the data conclusion. This research used triangulation of method to check validity of the data. The research findings were (1) the English teacher at Islamic Junior boarding school of Aek Hayuara Sibuhuan conducted the classroom management in English class. (2) But the researcher found that not all components of classroom management are used by the English teacher. (4) Therefore, it was found that there were some factors which influence classroom management in English teaching process; Lack of facilities, Overcrowded classroom, Teacher preparation and planning, and the Class discipline. From this research, the researcher suggest that all English teachers should be able to conduct the classroom management strategies in learning teaching process, because by using classroom management strategies the process of learning can be done more effectively and efficiently.

Keywords: *Classroom management, English, teaching and learning process.*

ABSTRAK

Lijah Adena Hasibuan. (2021): “Mengeksplor manajemen kelas dalam pembelajaran bahasa Inggris: Studi kasus di Pondok Pesantren Aek Hayuara Sibuhuan Sumatera Utara”.

Tujuan dari penelitian ini adalah untuk mendeskripsikan efektifitas manajemen kelas di kelas delapan pondok pesantren Aek Hayuara Sibuhuan dan untuk mengeksplor faktor-faktor yang mempengaruhi pembelajaran bahasa Inggris dalam manajemen kelas. Metode penelitian yang digunakan adalah kualitatif studi kasus. Satu orang guru bahasa Inggris di kelas delapan menjadi partisipan dalam penelitian ini. Data diperoleh melalui observasi dan wawancara. Peneliti menggunakan observasi dan wawancara semi - struktur untuk mengumpulkan data. Peneliti mengobservasi kegiatan pembelajaran saat proses belajar mengajar berlangsung untuk mendapatkan data yang sebenarnya. Teknik yang digunakan untuk menganalisa data adalah reduksi data, mempersentasikan data dan menyimpulkan data yang diperoleh. Penelitian ini menggunakan metode triangulasi untuk memeriksa validasi data. Temuan penelitian adalah (1) Guru bahasa Inggris di pondok pesantren Aek Hayuara Sibuhuan menerapkan komponen-komponen manajemen kelas dalam kelas bahasa Inggris. (2) Peneliti menemukan tidak semua komponen manajemen kelas yang diterapkan oleh guru bahasa Inggris. (3) Dari penelitian ini juga ditemukan bahwa ada beberapa factor yang mempengaruhi pengelolaan kelas dalam proses belajar bahasa Inggris; kurang tersedianya fasilitas, kelas yang terlalu ramai, persiapan dan rencana guru, dan juga disiplin kelas. (4) Dari penelitian ini, peneliti menyarankan agar semua guru bahasa Inggris harus bisa menerapkan strategi manajemen kelas dalam proses belajar mengajar karena dengan penerapan strategi manajemen kelas maka proses belajar mengajar akan menjadi lebih efektif dan efisien.

Kata Kunci : Manajemen Kelas, Bahasa Inggris, Proses Belajar dan Mengajar.

UIN SUSKA RIAU

ملخص البحث

ليجاه أدينا هاسيوان (2021): "استكشاف إدارة الفصل في تعليم اللغة الإنجليزية: دراسة الحالة في معهد أيك هايووارا سيوهوان بسومطرة الشمالية".

الهدف من هذا البحث لوصف فعالية إدارة الفصل في فصل الثامن بمعهد أيك هايووارا سيوهوان ولاستكشاف العوامل المؤثر في تعليم اللغة الإنجليزية في إدارة الفصل. الطريقة المستخدمة هي دراسة الحالة النوعية. مدرس واحد في فصل الثامن يكون مشترك في هذا البحث. تحصل البيانات بمراقبة ومقابلة. تستخدم الباحثة المراقبة والمقابلة نصف التركيبي في تجميع البيانات. ترأب الباحثة عمليات التعليم أثناء عملية التعليم لتحصيل البيانات الواقعة. التقنية المستخدمة لتحليل البيانات هي تخفيض البيانات، واحتساب النسبة المئوية واستنتاج البيانات المحسولة. البحث يستخدم طريقة التثليث للتحقق من صحة البيانات. واكتشاف البحث هو: (1) مدرس اللغة الإنجليزية في معهد أيك هايووارا طبّق مكونات إدارة الفصل في فصل اللغة الإنجليزية. (2) اكتشفت الباحثة أن مدرس اللغة الإنجليزية لا يطبّق كل مكونات إدارة الفصل. (3) يكتشف من هذا البحث أن هناك عوامل مؤثرة في معالجة الفصل في عملية تعليم اللغة الإنجليزية: قليل متاح المرافق، الفصل مزدحم جدا، استعداد المدرس، وكذلك نظام الفصل. (4) من هذا البحث اقترحت الباحثة لجميع مدرسي اللغة الإنجليزية ليستطيعوا تطبيق إدارة الفصل في عملية التعليم، لأن تطبيق استراتيجية إدارة الفصل يؤدي إلي كثر فعالة عملية التعليم.

الكلمات الدالة: إدارة الفصل، اللغة الإنجليزية، عملية التعليم

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CHAPTER I INTRODUCTION

1.1. Background of the Problem

English teaching and learning process is the way to convey information about a topic of English that would be learned by the students. The objectives of the English teaching learning process have to make students get knowledge and able to understand the knowledge of English. To achieve the objectives of English teaching, the English teacher is as a vital key that should be creative in choosing the materials and strategies of teaching English to make the students easy to understand the knowledge. Besides that, the role of the English teacher is also very urgent to make learning process run well in an English class.

The English language teaching especially in Indonesia is focused on ability of students' communication which can be in the written or spoken form. Learning English as a matter a fact is a complex process. English conducts four skills that should be mastered if someone really wants to be successful in English. They are four skills: listening, speaking, reading and writing. The students in the English class are expected to have ability in those language skills, which reveal receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. And the English has become a priority in Indonesia in this era.

According to Murcia et al, (1995) One of the most important skills that English teachers should have in English teaching and learning process is the



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ability to manage the classroom. Marzano (2003), stated that the most important role of English teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. Besides that, teachers must be able to control and overcome if there are disruptions in the classroom. Thus, it could be concluded that the most important thing in English teaching and learning process is classroom management.

Furthermore, classroom management is one of the things that are important in determining the students' learning outcomes. Students should felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Mastery classroom when teaching is necessary, because teachers who could master classes could made learners would easily captured the subject matter presented well. It is reason why the effectiveness of classroom management is required in teaching and learning process.

Whereas, purpose of classroom management as follow: realizing the situation and condition of the positive class, removes obstacles that could hamper the teaching learning interactions, providing and arranging facilities and furnishings learning, fostering and guiding students. The purpose of classroom management is also to provision of facilities for a variety of student learning activities in a social environment, emotional, and intellectual in the classroom, so that every child in the class can work in an orderly manner so as soon achieved the goal of teaching effectiveness and efficient.



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 I s t a t i s t i c U n i v e r s i t y o f S u l t a n S a r i j a K a s i m R i a u

As a profession, teachers have a very complex task. Especially if a teacher already in a class. He will face a lot of students who have a diverse character. When interacting with students in the classroom, sometimes he finds a good thing and a bad thing, finding learners industrious and lazy, and find students who are good and less intelligent. Certainly a positive work will facilitate the work of teachers in organizing learning activities for their students, while the negative circumstances that will surely make teachers feel difficulty in teaching their students. Teachers with all its competence in demand as to maintain the positive state of the study and demanded to change the negative situation in the classroom. That is why a teacher in charge to be able to know and understand how to manage the class so the learning to be effective.

From the description above it could be seen how important classroom management in the success of English learning objectives and the basic skills of a teachers in improving students learning activities. Unfortunately not all teachers are able to manage their classes well.

So, Classroom management is one of the most essential skills to becoming an effective classroom teacher. Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus. There are many theories on how to become positive and encouraging classroom managers. While all of these theories are different and emphasize different aspects of discipline and behavior, all have proven to be valuable methods for improving management in the classroom.



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And then, being a teacher does not mean only giving the grammatical rules, practicing and evaluating the students. Because these mean nothing if the students attention is not raised on them. If there is no motivation, there cannot be proper teaching and learning. The teacher shouldn't be threatening authority in the classroom. He/she should teach the students to be their own managers so that the teacher wouldn't be seen as despot and strict. The teachers should know to manage the class and to teach the students to manage themselves, this means to expose the students behave properly.

Lately, there have been several studies of the classroom management in English classroom conducted in different context. But most of the studies only focus on SMA and SMP and no one has done researched in Islamic Boarding School.

The Islamic Boarding School of Aek Hayuara Sibuhuan is one of the biggest of Islamic Boarding School in Sibuhuan, Padang Lawas, North Sumatera. Based on the researcher's pre - observation at the eighth grade students, the researcher wants to do the research in Aek Hayuara because of some reasons. The first is that the researcher wants to know how the English teacher is in managing English class. The English teacher in eighth grade has a lot of experiences it was proven by he is a Magister of English and he was graduated from English Department. He teaches in many classes those are in tenth, eleventh, and twelfth grades. Even if the teacher has a lot of experiences but he is still poor in managing his classroom it was proven by most of students have less participation in learning English and can easily get bored. And the teacher will irritable with the disruptive



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behavior and the teacher will give punishments that make students feel excessive fear in English class and make them passive in English learning process.

But even though they are passive in English teaching learning process they can pass their final exam it was proven by they get good score in English lesson and they graduated one hundred percent. And this school still has problem in teaching English especially from aspect of media, facilities, student and teacher.

Based on the description of background above, the researcher is interested to conduct the research about classroom management entitled: “Exploring Classroom Management in Teaching and Learning English: Case Study at Aek Hayuara Islamic Boarding School Sibuhuan.”

1.2. Statement of the Problem

According to Singh et al. (2006) in Absor (2016) states “the problem statements will become the backbone of the study.” In this study, the problem stated are related to the issues of the classroom management that is used by English teachers during their teaching learning process in the classroom.

Hence, based on the researcher’s preliminary observation, the English teacher is a magister and has more than ten years’ experiences in teaching English but he is still poor in managing his class. Most of the students still have less participation in learning English and can easily get bored. The teachers will irritable with the disruptive behavior and the teachers will give punishments that make the students feel excessive fear in English class.



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1.3. Limitation of the Problem

There will be plenty of problems covering in qualitative research, and those problems are needed to be limited in order to focus and find the intended goals of its investigations. It is impossible to carry out research covering all problems in terms of sample size, time limitation, and energy. Therefore, this study focuses on the exploring classroom management conduct of the English teacher and the factors influencing teacher's in managing class in the teaching learning process.

In obtaining a rich description of what is discussed above, this study involves the English teacher in Aek Hayuara Islamic Boarding School Sibuhuan, who is teaching in the eighth grade.

1.4. Purpose and the Objective of the Research

The purpose of this study is to explore the EFL teachers strategies in managing the classroom. Specifically, this study is conducted to fulfill the following objectives:

1. To describe how is classroom management conducted by English teacher during instructional at Aek Hayuara Islamic Boarding School Sibuhuan.
2. To explore factors that influence teaching learning process in managing classroom at Aek Hayuara Islamic Boarding School Sibuhuan.

1.5. Research Questions

Based on the limitation of the problem above, thus, the problems of this research will be formulated into the following research questions:

1. How is the classroom management conducted by teacher during instructional at Aek Hayuara Islamic Boarding School Sibuhuan?



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2. What are the factors affecting English teaching classroom management at Aek Hayuara Islamic Boarding School Sibuhuan?

1.6. Significance of the Research

Significance of the research represents the importance of the research and to whom it is important, (Kornuta & Germaine, 2019: 28). In brief, this research will give the benefit for both theoretically, practically and policy.

Theoretically, the first, this research will increase the insight and knowledge about the classroom management, especially how to manage the classroom in teaching English. The second, this research can be as a reference for the next researches which in relation with classroom management.

Practically, this research will improve the knowledge and experience of the writer directly about the strategies in managing class in English teaching learning in the classroom. Furthermore, this research can assist the English teacher to consider the suitable classroom management in English teaching learning process.

At last Policy, the school can conduct and promote more teachers training program to develop the successfulness of teaching and learning process especially for English subject.

1.7. Rationale of the Research

The research is conducted to describe English teachers' strategies in managing language class and to explore the factors that influence teaching learning process in learning English at Aek Hayuara Sibuhuan. Classroom management in teaching language have the important role. In managing language



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classroom, there are some techniques can be applied by the English teacher in order to get the goal of teaching. It is very useful to get the quality of the students. There are some activities can be used by English teachers in managing classroom such as as the sight, sound and comfort, the seating arrangements, the use of the board and the equipment needed in the class. And those components which are related to the teacher such as his/her voice and body language (Brown, 2001:19-24).

In teaching English process, teachers play an important role to support, guide and motivate their students to achieve the teaching aims. As main persons in educational world, the teacher should have the required basic skill in teaching learning process. Teacher should master the material to be taught and have competence in order that is easy to convey the material to their students. It means that the teacher should be able to choose the proper teaching approaches, methods, and techniques (Jack C, 2008:19).

The teachers are the main factors influencing the results of teaching and learning process. A successful teacher in teaching is not only determined by the application of teaching and learning process such us choosing appropriate material, mastering teaching material, choosing appropriate method, but also is determined by the teachers' ability how to cover the attitudes of students, that will probably disturb the teaching learning process and the situation in where they learn (Sulastri, 2000: 1).

Rationally, based on the explanation above classroom management is the ultimate goal of teaching learning English. By applied good language classroom



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management, teaching and learning process would provide communication between students in the classroom and the method of learning process was appropriate with the lesson plan. Therefore, If the teachers can applied various strategy in managing classroom in teaching learning process so it will creating a well-organized classroom in which students can succeed.

1.8. The Definition of the Term

1. Classroom Management

Dear-Hammond, (2005: 330-332) stated classroom management as the actions taken by the teacher in creating and maintaining conducive learning environment for students and teachers reach for instructional purposes.

According to M. Cooper et, al (2011:221), classroom management is a multifaceted concept that encompasses a whole array if distinct tasks, from designing an appropriate physical setting and building an atmosphere of caring and respect to teaching standards for behavior and responding to violation of classroom norms.

Successful teaching often depends on the ability of the teacher to manage the classroom. (Emmer & Stough, 2001) in (Oliver & Reschly:I) “The ability of teachers to organize classroom and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible, reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems”. Frequent occurrence of disciplinary problems in the classroom can



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have a considerable affect on the effectiveness of teaching and learning teachers are responsible for managing and monitoring student learning in the classroom.

2. Teaching and Learning English

1. Teaching

Drown (2000:7) states, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning”. It means that teaching will provide the assistance and the students is facilitated in order to the students can learn well. While Holkes, et al (in Richard Freeman,1990:242),“Teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and learners guide their practice of knowledge classroom actions. It means that teaching is transfer process knowledge from teacher to the students. Teacher must know about teaching activity and the behavior of students. Based on the statements above, it can be concluded that teaching provide assistance facilities to the students to transfer knowledge from teacher to the students.

2. Teaching and Learning English

According to Harmer (2002:423), there are many tasks that make a valuable contribution to the teaching and learning of English. Teaching is a complex and controversial profession, and the education literature is full of teaching models that present varied conceptualizations of the nature of teaching. Dornyei and Murphy in Harmer (2002:107) suggest that a group conscious teaching style involves an increasing encouragement of and reliance on the group’s own ..resources and the active facilitation of autonomous learning.

CHAPTER II

LITERATURE REVIEW

2.1. Definition of Classroom Management

Garrett (2014: 3) states that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Strategically and purposefully addressing each of these areas helps teachers create and maintain an environment conducive to learning.

Brown (2001:192-4) classified classroom management elements into the physical environment of the classroom such as the sight, sound and comfort; the seating arrangements; the use of the board and the equipment needed in the class. And those elements which are related to the teacher such as his/her voice and body language. So EFL teachers should master adequate class room management strategies that will help them control the class and make their students enjoy it rather than hate it or consider it as a heavy burden.

Richards and Rodgers (2014) assert that EFL classroom management requires teachers' control over students' behavior and teachers-students interactions.

Besides, according to Ade Rukmana and Asep suryana (2014:107) classroom management is variety of activities deliberately done by teachers with the aim of creating and maintaining optimal conditions for the occurrence of teaching and learning process. And they stated classroom management is the activity of



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teachers to cultivate and maintain effective classes, which include: teaching objectives, time unification, learning room arrangements and equipment, and grouping of students in learning, Classroom management is all the activities of teachers in the classroom that creates and maintains optimal conditions for the learning process.

From the explanation above we can conclude if the effective class management can create effective learning process and support in successful a learning activities. Then good management will reflect itself in a room where students are comfortable, intellectuality, emotionally and socially.

2.2. The Objective of Classroom Management

Generally, the objectives of classroom management is to create comfort of classroom atmosphere as a place learning and process take place. So, that activity run well and effectively and guided until the objectives of learning which has been determined can be achieve. Specifically, According to Djamarah in (Wiyani, 2013, :64) stated that objectives of classroom management are:

1. For students
 - a. Encourage the students to develop individual duty toward students" behavior and needs to self control.
 - b. Help the students to know the behavior which appropriate with classroom rules and comprehend if the teacher"s reprimand is a warning not anger.
 - c. Arouse the students" duty to involve in task and activity.
2. For teacher



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- a. Evolve comprehending in provide material with opening fluently and appropriate celerity
- b. Aware with students" duty to give instruction clearly to the students.
- c. Study how to give respond effectively toward the students" behavior.
- d. Has remedial strategy which more comprehensive and it can use which relates the students" behavior problem that appears in classroom.

2.3. The elements of classroom management

2.3.1. Physical design of the classroom

The first component of the process of classroom management is the physical design of the classroom. According to Walter Doyle in Garret (2014:14) one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. Decisions about how to arrange the furniture, set up work areas or centers, store everyday classroom supplies and materials, and decorate the classroom is related to the physical design of the classroom, which contribute to a teacher's ability to establish an environment conducive to social-emotional and academic learning.

Weinstein (1979) also found that the density of students within the classroom space affected the frequency of their misbehavior. In dense classrooms, students are crowded into a relatively small space. In less dense classrooms, there is more space per student. Students were more attentive, less distracted, and less aggressive in classrooms with lower density. This relationship has been found at



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very different age levels in preschools as well as college classes (Weinstein, 1979) suggesting that students of all ages need adequate space to learn effectively.

The physical design lies in how the classroom is laid out, where students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items.

2.3.1.1. Arranging Students' Desks

1. Traditional Rows

When desks are arranged in traditional rows, the action zone is typically the front and the center of the room, the parts of the room that are closest to the teacher. Students who sit in these parts of the classroom benefit from having more frequent interactions with the teacher (Adams, 1969; Adams & Biddle, 1970). It is very important to be aware that teachers have a strong tendency to interact disproportionately with these students. The teacher may compensate by circulating to all parts of the room during your lessons and making sure that the teacher are interacting equally with students in all parts of the room (Evertson & Emmer, 2012; Savage & Savage, 2010; Weinstein & Romano, 2014) in Garret 2014:14.

This arrangement conveys a message that the teacher is the authority, standing in front of the room and "transmitting" knowledge to the class.

The Advantages of traditional rows:

- a. It is easy for teachers to move around to any desk in the room.
- b. It is easy for students to look at the teacher when he or she is talking.



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c. Students may be less distracted by peers because they are not sitting next to them.

d. Teachers can readily monitor whether students are paying attention and understanding the material because they can see all of the students' faces.

Disadvantages of traditional rows:

a. Students cannot easily work in groups and have to move desks around in order to work together, which means short group tasks cannot be easily accomplished (i.e., five minutes to discuss a topic).

b. Students cannot see each other during group discussions.

c. Students in the back often cannot hear students in the front row, who are facing toward the teacher.

2. Clusters

This arrangement emphasizes the importance of students' working together to construct knowledge.

The Advantages of Cluster:

a. It is easy for the teacher to move around and talk with individuals or with groups.

b. Student can readily work in small groups.

c. Student can see each other more easily, which encourages students to talk to one another during discussion.

Disadvantages of Cluster:

a. Maintaining attention may be more difficult when the teacher is talking, since not all students are facing the teacher.



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b. Teachers cannot easily monitor behavior or student understanding as readily as when all students are facing them.

3. Pairs

This arrangement emphasizes the importance of students working together to construct knowledge. In addition, this arrangement places the teacher in the front of the room as the authority.

Advantages of Pairs:

- It is easy for the teacher to move around and talk with individuals or with pairs.
- Teachers can expect that all students will look at them when teachers are talking.
- Since the teacher can see all of the students' faces, he or she can more readily monitor behavior and understanding.
- Students can readily work in groups of two, and by having one pair turn their chairs around to join the group behind them; students can quickly form groups of four.

Disadvantages of Pairs:

- When students are doing individual work at their seats, a partner may distract them.
- Students cannot see each other during a group discussion.
- Students in the back often cannot hear students in the front, who are facing toward the teacher.



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4. U-Shaped

This arrangement emphasizes the importance of students' talking directly to each other, and it also allows for collaborative knowledge construction by pairs of students.

Advantages of U - Shaped:

- a. All students can see the center of the room, which makes it easy for the teacher to maintain attention when talking.
- b. The teacher can see all the students' faces and can readily monitor students' behavior and understanding.
- c. Adjacent students can work in pairs, usually without moving their desks much, as desks are usually close together.
- d. Most students can look at a person who is speaking, which encourages students to talk directly with each other during discussions.

Disadvantages of U- Shaped:

- a. The arrangement can often be crowded.
- b. When students are doing individual work at their seats, someone sitting on either side of them may distract them.
- c. Work in small groups is difficult.

Overall, it will consider several factors, among them the class size, the density of different areas of the classroom, the frequency of class discussions or collaborative work, and your ability to circulate and interact with all students when deciding on the right arrangement of student desks for your classroom.



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2.3.1.2. Arranging other furniture, Equipment, Supplies, and Decor

Garret stated the arrangement of students' desks is not the only important component of the classroom's physical layout. The teacher will also need to decide where to place desk; is there any additional tables or other furniture; computers or other equipment; materials and supplies that students use regularly, such as art supplies. The teacher will also plan the room's decor, including wall decorations (such as posters or students' work) and items placed around the room (such as plants, aquaria, or student artwork). The best physical layout for the classroom will depend on teacher goals, the shape of the room, and the physical constraints of the classroom the type and size of furniture, the size of the room, etc.) (Carter & Doyle, 2006)

2.3.1.4. Create Adequate Space for Interaction

Students need adequate space in which to learn, individually and collaboratively. The students need enough desk space and space to put their personal belongings so that they do not feel cramped. The teacher can increase their students' involvement in lessons by making sure students have enough space among them to be able to focus on the lesson.

The teacher can arrange the furniture in ways that allow the teacher to circulate and interact with all students, especially those who are seated in the back and on the perimeter. If students will sometimes come to your desk to ask questions, you can make sure there is enough room for them to stand or sit near to the teacher's desk without being in other students' way. Since class size continues to grow in many schools, the teacher may need to find ways to help create more



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space in classroom. One way to generate needed space is to set aside or remove furniture that is not needed. If a table is not being used, ask the administration to remove it from the classroom. If you rarely use your desk, it can be moved to the side or back of the classroom or ask the administration to remove it from the classroom altogether.

2.3.1.5. Minimize Traffic Problems

In every classroom, there is a potential for traffic jams. In close quarters, students are more likely to jostle and push each other. The teacher can place supplies, equipment, and materials in locations that avoid congestion and that make it easy for students to get what they need. Putting materials in crowded corners can lead to problems.

2.3.1.6. Use Pleasant Classroom Decor

It is important to create an aesthetically pleasing classroom environment. Placing posters, pictures, and student work on the wall helps students feel that the room is a welcoming, comfortable place to be. This can include posters that express values and class norms, pictures that you and the students like, or notable quotations from books the students are reading. Bare walls may make the classroom seem like a cold, impersonal institution rather than a community where students learn together. Posting student work from projects and other assignments is a good way to recognize students for high-quality work (Garret, 2014: 18).

2.3.1.7. Showcase Student Diversity

Students' diversity provides a rich resource for decorating the classroom and helps make students feel accepted. For example, the teacher can display a world



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map in the center of a bulletin board and hang pictures of students around the perimeter. Have each student staple a piece of string or ribbon linking the student's picture and his or her country of origin.

2.3.1.8. Adapt the Room to the Instructional Purposes and Activities

The English teachers want to match the physical layout of his classroom to preferred instructional activities and purposes. For example, if the teacher wants students to work in different learning centers, the teacher will want to arrange the classroom so that there are learning centers spread around the classroom. If you plan to use computers extensively during group work, you will need to spread computers far enough apart so that students can work in groups of two or three around each computer. In early childhood classrooms, lessons tend to be more informal, with a great deal of play, so the teachers need to design their classroom to include play materials and areas for different kinds of play.

2.3.1.9. Consider Students' Perceptions

Students' ideas about their surroundings may be different from what teacher expect, and understanding what they are thinking will help teacher design an environment that meets their needs.

2.3.2. Establishing Rules and Routines

The next element of classroom management is the establishment of rules and routines. Research clearly indicates that these elements are vital aspects of a teacher's classroom management plan (Emmer, Evertson, & Anderson, 1980) in Garret, (2014: 29).



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2.3.2.1. Classroom Rules

Garret stated there are some general guidelines or “best practices” to guide the teacher in the development of effective classroom rules (2014:29).

The classroom will seem overly rigid, and students may have a hard time remembering them all. If there are too few rules, critical aspects of behavior that should be covered by class rules will probably be neglected. Rules should cover several dimensions of behavior, including classroom safety (not fighting, being careful with equipment), respect (listening to others, treating others respectfully), and making appropriate effort (doing one’s best, coming to class prepared every day). When developing the final set of rules, be sure that the classroom rules are congruent with school wide rules. Some can double as class rules. For example, if the school emphasizes respecting others throughout the school.

2.3.2.2. Decide how to Word the Rules

A teacher should write rules using positive language, which means avoiding negative words such as no or not (Garret, 2014:30). Instead of using a classroom rule that says, “No running,” you can write this rule as “We walk at all times.” Writing the rules using positive language results in a more positive classroom environment overall because it emphasizes good behavior. Negative rules, in contrast, emphasize what students cannot do and behavior for which they will be punished (Garret, 2014:30).

An important issue is whether to word the classroom rules in more general or in more specific terms. Rules with general wording refer generally to many



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different situations. Examples include “Be a good friend,” “Do your best,” and “Respect others.

“Rules with specific wording focus on particular situations, such as “We walk at all times,” “Follow directions the first time they are given and one person speak at a time.” There are again pros and cons to each approach.

The advantage of more general rules is that they cover more situations and behaviors. The rule “Respect others” can include listening to others, speaking politely to others, not stealing their property, and so on. This rule can be applied to many situations, whereas the rule “One person speaks at a time” covers only behavior in class and group discussions. On the other hand, the application of general rules can be ambiguous, which means that the teacher may find that students frequently argue with you over whether they have really violated a rule or not. When the teacher tell a student that he or she has violated the rule “Be respectful” by interrupting a classmate, the student may argue that he or she was just excited about another classmate’s ideas and was not being disrespectful. Whether the student was really disrespectful may be unclear. In fact, this type of situation may occur more frequently in diverse classrooms where a range of different cultural backgrounds and expectations about student behavior are represented.

2.3.2.3. Consider Students’ Cultural Background

It is important to remember to take students’ cultural backgrounds into account when developing rules. Some rules that might make sense within one cultural group will not make sense within another group. For instance, in some



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cultural groups there is a strong expectation that people learn by helping each other. A rule that forbids these students to help each other would likely be counterproductive (Gay, 2006) in Garret.

In a multicultural classroom, where students are from cultures with different norms, it will often be impossible to formulate rules that are compatible with every student's family norms. Rather, you can invest extra time to discuss, explain, and teach the rules, especially if these rules are in contrast with what many students are accustomed to learn.

2.3.2.4. Teach and Demonstrate Each Rule

The English teacher will also need to explicitly teach the students what the rules are and how to interpret them. Many teachers announce their rules, post them on the wall, and then assume that students will understand and follow them. However, students may not understand the rules in the same way that you intend. For example, if you have a rule that says, "Respect each other," you may interpret this to mean that students should not call each other names. However, some students may not think that the rule applies to name-calling because they may think of name-calling as "teasing" rather than as "disrespect." To ensure that all the students understand what is meant by this rule, you will need to discuss with the students what it means to respect each other so that everyone develops the same understanding. When explaining the rules, you can model appropriate behaviors and discuss with students what will count as violations of the rules. In this way, you leave no room for misunderstanding.



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In addition, it is important to make sure that students understand why the rules are important. Students are more likely to follow the rules when they understand the rationale for them. When you explain that the rule “Listen to others” exists to ensure that everyone can learn from the good ideas that others have, then you have given the students a reason for wanting to follow the rule (Garret, 2014: 31).

2.3.2.5. Post the Rules in a Prominent Spot

Effective classroom managers make sure that students understand and remember the rules. One way to help students remember the rules is to post the rules in a conspicuous place where everyone in the classroom can see them easily. If the rules are displayed saliently, students will see them frequently and be reminded of them when they see them. When you need to remind students of one or more rules, they can point to the posted rules (Garret, 2014: 32).

2.3.2.6. Decide Whether to Give Students a voice

An important decision that you need to make is whether to involve the students in developing the rules. On the one hand, the teacher may determine what the rules are. On the other, the teacher may have the students help generate them.

There are pros and cons to each approach. Although involving the students in the development of the rules can be time-consuming, this process may allow students to feel more ownership over the rules and, as a result, they may be more likely to follow them. Conversely, if the teacher generate the rules yourself, you ensure that the teacher have the exact set of rules teacher need in order to teach. It is possible to use a combination of both teacher- and student-generated rules.



2.3.2.7. Classroom Routines

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Emmer & Gerwels, 2006) in Garret, (2014: 32). Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures.

a. Movement Routines

These routines provide students with explicit steps for entering, exiting, and moving about the classroom. For example, teachers can establish a routine by which students may leave the room to get a drink of water by following these steps: request permission, take a hall pass, return within 2 minutes, and return the hall pass.

b. Lesson-Running Routines

These are routines designed to facilitate tasks that occur regularly during instructional lessons, such as passing back homework and taking tests. When teachers ask students to write their name, the class period, and the date in the upper-right corner of every paper they hand in, they are teaching a lesson routine for how to identify themselves on their written work. Many of these routines will vary depending on the type of instruction (whole class, small group, or individual)



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that the teacher is using. For instance, the procedure the teacher uses to get students' attention will need to be different when students are working in groups that may be rather loud versus when individual students are working quietly at their desks.

c. General Procedures

These routines include all other routines that teachers and students must complete to keep the class running smoothly. For example, taking attendance is a routine that is not part of a lesson and does not involve moving around the classroom, but is something that must be carried out every day.

2.3.3. Developing Relationships

The third component of classroom management is developing caring relationships. The idea of developing caring relationships is often overlooked during conversations about classroom management.

2.3.3.1. Teacher Student Relationships

It is clear that students respond better to caring teachers. The people who choose to enter the teaching profession bring with them a caring disposition. Although that personality trait is a good start, it is not enough. It is imperative that we think more purposefully and strategically about the issue of caring and be able to identify specific strategies that communicate care. There are many different ways to communicate to students that you care about them both academically and personally.



2.3.3.2. Be a real person

For some reason, students have trouble understanding that their teacher is a “real person” with a life outside the school building, which is why they love to learn personal information about us. Frequently, when the teacher shares some personal information about yourself, those are the times that students find out that they have something in common with you. As a result, students often feel more connected with you and are more likely to follow the rules and routines and engage in academic tasks. Remember that the goal of sharing some personal information with students is to help make a connection and get to know students better, not to develop a friendship with them. Remember to be cautious about the type of personal information you choose to share and be certain to maintain a professional distance with your students.

2.3.3.3. Be Welcoming

Garret stated the students will spend many hours in your classroom, and you will want to be sure that they feel welcome and comfortable in that environment. There are many simple but effective ways to help accomplish this goal. Consider greeting your students at the door as they arrive in the morning or for that particular period of the day.

2.3.3.4. Provide Extra help

Students need to know that the teachers are available to provide extra help when they need it. The teacher can take the initiative by inviting students who are struggling with a particular concept to come before or after school or during a study hall period for tutoring rather than wait for the student to seek out help.

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1. Whole class

In whole class work will be many variations of ideas, opinions and experiences that arise in the learning process so that students can share their experiences and ideas among the other students. It is also make teachers easy to access all students.

2. Group work

In group, students tend to participate more equally, and they more able to experiment and use the language than they in a whole class arrangement. Group work help the students learn academic content and skill to address important social and human relation goals and objectives. Group work is suitable for discussion activity.

By discussing a topic it will help the students strengthen and extend their knowledge of the topic and increase their ability to think about it.

3. Pair work

In a pair work the atmosphere tends to more protective and private than in group. Pairs seem to be more conducive to cooperation and collaborations.

4. Individual work

Individual work allows students to work in accordance with their own abilities, so they can find their own individual needs and progress.

2.3.4. Implementing and Managing Engaging Instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a



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reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014). On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson.

2.3.4.1. Before a Lesson

2.3.4.2. Consider the Physical Design

However, when thinking about the implementation of certain lessons, you need to consider additional specific issues related to the physical environment.

2.3.4.3. Plan for the necessary Materials

Most successful lessons draw on a variety of materials throughout the lesson. Materials can include items that are pretty standard in classrooms, such as whiteboards, chart paper, markers, rulers, scissors, and glue. However, with the growing popularity of technology, the teacher can now draw on a broader range of materials interactive whiteboards, PowerPoint, and so on. Many of these materials are not standard equipment in classrooms. Whether the materials and equipment are readily available or not, you should be aware of the materials required for the lesson and develop a plan to obtain those materials.

2.3.4.4. Consider the number of Students

There are many times when the number of students participating in a lesson or activity is an important factor in the design and implementation of the lesson.



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2.3.4.5. Decide how to Group Students

Many teachers like to incorporate cooperative or collaborative work into their lessons which requires students to work with other students. In order for the group work to go more smoothly, you need to think about how you will group students.

For example, will students be grouped by interest or academic ability? Can students choose their own groups or will you assign the groups? In addition, how will you direct students to move into their groups?

2.3.4.6. During a Lesson

2.3.4.6.1. Incorporate Relevant Content

It is essential that students feel that the content they are learning is relevant to their lives. Basically, if students see a purpose for what they are learning, they will be more willing to invest their time and effort and will remain engaged in the lesson.

The teacher can find ways to incorporate students' interests, such as music, art, TV shows, or particular sports and hobbies, into teacher lectures, discussion, and activities.

2.3.4.6.2. Provide Clear Instructions

One of the more challenging aspects of implementing a lesson is providing clear directions for different aspects of the lesson. Be sure to supply explicit step-by-step directions and model the first few steps of the process. An effective way to double-check the clarity of your directions is to ask students to repeat the directions. Some additional suggestions for providing directions with clarity include the following:



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1. Explain when the assignment is due and how it will be evaluated
2. Anticipate trouble spots and ask students how they might tackle difficult parts of the assignment.
3. Describe the equipment and materials necessary to complete the assignment and the procedure for obtaining the equipment and materials.

2.3.4.6.3. Teach Collaborative Work Skills

Many teachers incorporate collaborative or cooperative work into their lessons. There are many benefits and pitfalls to having students work in small groups or with a partner.

2.3.4.6.4. Plan for Transitions

A transition is a change in activity. Examples of this can include moving from one area of a room to another, moving from one classroom to another, switching from one subject to another, or changing the type of activity students

2.3.4.6.5. Monitor Progress and Provide feedback

Monitoring students' work and providing feedback will help students stay engaged in the task at hand. One of the most effective ways to accomplish consistent student engagement is to circulate and check in with all students. This method enables you to observe what the students are doing and whether or not they have grasped key concepts. This also allows the teacher to refocus students who need attention, offer suggestions about how to improve, or to praise students when they are doing something well.



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2.3.4.6.5. Monitor Student Behavior

It is important to keenly observe students to see how they are doing, including whether they are on task and if they are achieving the key learning goals. It is a good idea to have a plan for what you will do if a student clearly can't handle the lesson and is extremely disruptive.

2.3.4.7. After a Lesson

2.3.4.7.1. Organize and Assess Student Work

For students to stay engaged in the learning process, they need timely and helpful feedback about their progress. To supply this, the English teacher can develop a system to efficiently collect, assess, and record student work. Given the number of papers teachers deal with on a daily basis, a helpful idea may be to observe and talk with other teachers about their systems and then develop a system that works for you. Some people develop different file folder systems to help organize and assess work, while others prefer to use student portfolios. In addition, with new technologies constantly being created, some teachers continue to seek out ways to incorporate these technologic tools to help simplify and streamline the process of collecting and assessing student work.

2.3.4.7.2. Engage in Reflection

Reflecting on a lesson after the fact is one of the most effective strategies for improving your teaching. Consider questions such as, what parts of this lesson or activity went well? What would I do differently next time? Do I think the students understood the key concepts that I planned for them? Reflection on key questions like these will definitely help improve the quality of every lesson. Again,



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understanding the reciprocal relationship between engaging, motivating instruction and effective classroom management goes a long way in preventing behavior problems and thus preserving precious classroom time for learning.

2.3.5. Addressing Discipline Issues

2.3.5.1. Preventing Discipline Problems

In a classic study that still provides the foundation for current thinking about preventing discipline problems (Doyle, 2006; Emmer & Gerwels, 2006), educational psychologist Jacob Kounin (1970) studied what effective and ineffective classroom managers did as they were teaching in their classrooms.

Kounin in (Garret, 2014:77) discovered that effective classroom managers displayed four key behaviors to prevent misbehavior: withitness, overlapping, signal continuity and momentum, and variety and challenge within lessons.

a. Withitness

The first behavior that prevents misbehavior is withitness, an ability to constantly monitor student behavior. Teachers who display withitness are aware of what is happening in all areas of the room and communicate this awareness to their class, thereby preventing many opportunities for misbehavior to occur. They watch students constantly and vigilantly to notice behavior that could lead to discipline problems and to head off serious discipline problems before they occur. It is as if they have eyes in the back of their heads. Those teachers who catch misbehavior just as it is beginning are much less likely to have disruptions (Emmer & Gerwels, 2006).



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b. Overlapping

A second strategy identified by Kounin (1970) is overlapping, the ability to do more than one thing at a time. Overlapping is important because teachers are constantly interrupted during the day, and it is important to keep the flow of the lesson going while simultaneously responding to these interruptions.

2.3.5.2. Signal Continuity And Momentum

The third strategy, signal continuity and momentum, refers to the ability to teach well-prepared and well-paced lessons that keep students' attention focused on the lesson and provide continuous academic signals that are more compelling than competing distractions (Garret, 2014:80). To put it simply, continuity and momentum are about the teacher's ability to maintain the flow of the lesson. The lesson moves along at a good pace, not so fast that the students lose track of what they are learning, but not so slow that students can afford to stop paying attention to the lesson.

The teacher also avoids any pauses in the lesson that invite students to start talking among themselves or otherwise misbehave. The most basic way teachers can maintain signal continuity and momentum is to make sure they are well prepared and that all the necessary materials for every lesson are organized before the day begins.

2.3.5.3. Variety And Challenge In Academic Activities

Effective classroom managers also plan for variety and challenge within academic assignments so that students are actively engaged throughout their



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lessons. This behavior is very similar to a teacher's ability to teach motivating and engaging lessons (Garret, 2014: 81).

2.3.5.4. Responding To Behavior Problems

Even when teachers are extremely proficient at employing teaching strategies that prevent misbehavior, students will still sometimes misbehave. Behavior problems that require a teacher's response will arise even in the best-managed classrooms. These misbehaviors can be classified into two categories minor or more serious. Teachers (and schools) may vary in which misbehaviors they classify as minor and which they consider more serious.

When dealing with any type of misbehavior, whether minor or more serious, there are three guidelines that you can adhere to when addressing the misbehavior (Weinstein & Romano, 2014). These three guidelines are the following:

1. Preserve the dignity of the students. All students want the respect of their teacher and peers. In many cases, students will attempt to "save face". With their peers at any cost. Therefore, if you discipline students in a way that embarrasses them, you run a risk of having the situation escalate rather than achieving your goal of stopping the misbehavior. The student may react defiantly, worsening the situation. Even if the student stops misbehaving, he or she may remain resentful, making it more difficult to teach that student in the future. Other students, too, may resent that you embarrassed a classmate, even if they agree that the student should have stopped misbehaving. These feelings can undermine the positive personal relationships that you are trying to build.



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2. Keep the instructional program going with as minimal disruption as possible. It is vital to remember that one of the goals of classroom management is to maximize learning time. This means that, whenever possible, discipline should be done in a way that distracts students from the lesson as little as possible. It is very common to see teachers interrupt their lesson every time misbehavior occurs, resulting in a choppy lesson with no instructional flow. It is more effective to address minor misbehavior in ways that do not interrupt the flow of the lesson and reserve interruptions for dealing with more serious misbehavior.
3. Use culturally consistent language. It is important to understand that different cultures have different ways of giving instructions and directions. For instance, in White, middle-class families, parents often use indirect statements sometimes referred to as “politeness formulas” (Manke, 1997) such as “Your room is getting really messy” (to communicate that the child should clean up the room) or “I see some hands that need washing” (a direction to wash hands).

2.3.5.5. A Note about Consistency

Teachers are told to be consistent in their classroom management plan. But consistency does not mean treating all misbehaviors in the same way. Think about it. It isn't logical to treat calling out or daydreaming (minor misbehaviors) (Garret, 2014: 82).

2.3.5.5. Responding To Minor Misbehavior

Most behavior problems that arise in the classroom are minor and can be dealt with quickly and efficiently using a nonverbal or verbal intervention. A good rule of thumb when dealing with minor misbehavior is to think about beginning



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with a nonverbal intervention and moving to a verbal intervention, if necessary. Nonverbal interventions are less disruptive to the flow of your lesson than verbal interventions.

In fact, many students may not even be aware that you have used a nonverbal intervention with a misbehaving student. If nonverbal interventions are not effective, you can move to verbal interventions. With verbal interventions, it is best to try to disrupt the lesson as little as possible. Gently saying a chitchatting student's name is less disruptive than stopping the lesson to formally reprimand the student (Garret, 2014: 84).

2.3.5.6. Responding to More Serious Misbehavior

Some behaviors that arise in the classroom will fall into the category of more serious misbehavior and will require more than a nonverbal or verbal intervention. Rather, this is the time to impose a consequence. There is a significant difference between interventions and consequences. For the most part, interventions can be implemented with little or no disruption to a lesson; consequences are slightly more intrusive and therefore should be used only when addressing more serious misbehavior.

When developing and selecting a consequence, a general guideline is to be sure that the consequences are logically related to the misbehavior. A consequence is logical if it meets three criteria known as the three (Denton & Kriete, 2000):

- a. **Related.** The consequence should be directly related to the student's misbehavior. Having a student stay after school to write a summary of lecture



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material missed while talking is directly related to the misbehavior of talking; staying after school to erase the chalkboards is not.

b. Respectful. The consequence is respectful of the student and the classroom.

Being respectful entails giving students input into possible consequences and including some choices about the specifics of the consequence. The consequence is not intended to hurt or humiliate.

c. Reasonable. Reasonable consequences should help children correct their mistakes and know what to do next time, not make them feel bad. Reasonable consequences are also not excessively severe given the nature of the misbehavior.

2.4. The factors Affecting English Teaching in Classroom Management

Classroom management is an important figure in teaching and learning English class. That is affecting by many factors. And these factors will be dealt with under three categories as factors concerning the students, factors concerning the school environment and factors concerning teachers (Saricoban, 2001: 3-6).

2.4.1. Factors Concerning Students

1. Students' Characteristics and Needs

It is important to take students' needs and characteristics into account while designing the language programs, classroom activities and materials so that effective and successful instruction can take place. As classroom management is closely related to effective instruction, students' needs and characteristics are also essential in managing classrooms. Jones and Jones (2001:29) state that high expectations, active engagement of students, cooperative learning and the



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incorporation of various aspects of students' cultures are important figures in effective teaching. It is believed that incorporating one of these methods that are designed in line with students' personal, developmental and cultural needs into instruction will help teachers to reduce classroom management problems.

It is also necessary to learn child's family and cultural setting so that the teacher can pay attention to students' cultural values and family background as well as incorporate them into teaching and learning situation. It is teacher's responsibility to design teaching and learning process according to the factors that are present in the classroom, school and community. The summary of different learner needs and characteristics are given in the following list. Learners may have differences in their characteristics such as: Age, Personality, Attitude, Aptitude, Motivation, Learning styles and strategies of the teacher and multiple intelligences.

Learners may also have differences in their needs such as: Personal, needs, Developmental needs and Cultural needs.

2.4.2. Factors Concerning School Environment

It is not possible to keep classroom management away from school variables such as school climate, structure, decision making and the type of professional support provided in the building. Classroom management, effective instruction and enhanced student behavior, is highly affected by these variables. It is asserted that students show more positive behaviors in schools where they feel the sense of belonging and support. Moreover, they are more successful when they are



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engaged in instructional activities designed in tandem with their own lives and cultures. (Jones and Jones, 2001:31).

2.4.3. Factors Concerning Teachers

In classroom management, some problems may be caused by factors concerning teachers. The basics of effective teaching that includes planning and preparation of lesson design, student motivation: teacher variables, teacher's roles and styles, and teacher's voice and body language as well as the importance of teacher training in classroom management.

2.5. Factors Influencing the Physical Environment of the Classroom

Some people may think that physical setting of the classroom is not very important in managing classrooms until they experience any environmental problems that change the atmosphere of the classroom and prevent them from teaching effectively. However, it is essential to recognize that the physical environment can influence the way teachers and students feel, think and behave (Weinstein, 1996:27). As a result, it is really necessary for teachers to establish a classroom environment that is nonthreatening, friendly, motivating, positive and really conducive to effective learning and enhanced student behavior.

1. Sights, Sounds and Feelings

Your environment is all that surrounds you at the moment, sights: the things you see, sounds: the things you hear, smells: the things you smell, feelings: the things you feel. As a teacher, it is important to provide students with appropriate sights, sounds and feelings in order to prevent classroom management problems



and enhance desired student behavior. It is important to create a visual environment that:

- a. Is the material Attractive it means the materials prepared should be neat, colorful and appealing to the eye of the students.
- b. Is the material Functional, it means it is important that the materials should teach and reinforce what is aimed to teach, and they should have a social and communicative value.
- c. Is Stimulating: The materials being used should provoke critical thinking and be questioning in nature.
- d. Is Motivational: It is essential that the materials should raise students' awareness and encourage them to learn.
- e. Creates pride and fosters self-esteem: The materials should help students feel self-confident and proud of them by praising their accomplishments and strengths so that students are able to persist in their studies.

It is important to create an audio environment that will enable students to feel relaxed during the classroom procedures. It is suggested that music should be employed while attendance is being taken, during an introductory activity, or during class work times so as to motivate students and set a friendly and no threatening atmosphere. However, there may be some students, who are disturbed by the music, so it is the teacher's duty to assess the learners' characteristics and design classroom procedures accordingly. Besides creating an effective visual and audio environment, it is also important to create an environment that is

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contributory to concentration, study and learning. This means an effective classroom environment in which students feel relaxed, comfortable, and at ease.

2. Seating Arrangement

Seating arrangement is an important physical factor that affects teacher-student, student-teacher and student-student interaction in classroom procedures.

If our aim is communication and interaction in the target language, it is important to design the seating system in such a way that students are able to communicate with each other. Semi-circles or U-shapes are really desirable as they allow students to face each other; as a result, they feel socially secure. In addition to social security, it is also important to increase psychological security of the students. It is important to arrange the classroom space so that students are free from being disturbed. Allowing students to select their own seats is another way to increase psychological security. (Weinstein, 1996: 29).

3. White Board Use

Brown (2001) states that “White board is one of our greatest allies.” (Also cited in Saricoban: 2005). It is clear that the things you are teaching are only visible through the use of whiteboard. It is the place where student’s attention can be directed; as a result, the teacher should be careful in using the board clearly and effectively.

4. Facilities Equipment/Facilities

a. Instructional equipment is a necessary part of teaching and learning process, but there are certain things that teachers should bear in mind while they are employing them. It is advisable to consider that (Saricoban, 2005: 5):



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- b. Students are provided with outlets in a classroom
- c. The classroom is big enough for the equipment to fit comfortably
- d. The visual and auditory stimuli are within easy reach of every student
- e. Enough time before and after the class is allotted for the students to get and return the equipment
- f. The teachers are equipped with necessary information on how to operate the machinery
- g. Extras, extra light bulb or battery, are provided in case of emergency.

2.6. Factors Influencing the Social Environment of the Classroom As Well as the Physical Factors

Affecting the classroom environment, social factors are also important in classroom management owing to fact that classroom is a community in which teachers and students interact socially. The size of the classroom large or small, the number of students or classrooms consisting of mixed-ability students all has certain effects on structured interaction between teachers and students, effective teaching and successful management of the problems that can be experienced in any classroom. In this part, problems in overcrowded and mixed-ability classes will be presented.

2.6.1. Teaching in Overcrowded Classrooms

In order for foreign language teaching to be successful, it is important to limit the number of students to at least 15 or 16. However, it is not possible to have classrooms that have this ideal number in Turkey because of the fact that there are too many students and the physical conditions most of the schools have are not



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appropriate enough to manage these students. As a result, most of the students have to be taught in overcrowded classrooms which pose a great difficulty for the teacher in terms of teaching as well as managing classroom procedures. Some of the most common problems of overcrowded classrooms and possible solutions are summarized as the following: (Saricoban, 2001: 3-6) (also cited in Saricoban, 2005:9-10).

a. Discomfort: This may pose the following problems:

The first is it may not be possible for some students to move easily and join in some of the activities then the voice of the teacher must be loud and attractive enough so that even the students sitting at the back can hear him/her. It also make some of the activities cannot be conducted owing to the lack of room. Next the teachers who have to teach large classes may feel frustrated and tired. And the last students have the tendency not to attend the classes.

Possible solutions:

It is important for the teachers to choose the seating arrangement that will enable students to see the board clearly, interact with each other effectively and move around the classroom easily. And use Pair or group work activities are essential to make the most of class time. It is also advisable to have semi-circle sitting arrangements in small classes so that the teacher can have the control of the students.

b. Control:

It is difficult to control classes when there are too many students and when students make noise while they are doing the activities, when uninterested



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students try to disturb the other students and when teachers fall short behind the curriculum.

Possible Solutions:

Conducting pair or group work activities as well as assigning roles to the students is vital in controlling the large classes and never act like a king.

c. Individual Attention

It is not possible for the teachers to give individual attention to the students because of they don't have enough time to deal with each student and students having some psychological barriers such as being shy or introvert may not be given the necessary help.

Possible Solutions:

The teacher should call students by their names so that they can show that they consider them individuals and they should try to reduce the anxiety of the students. They also should ask students' opinions.

d. Evaluation

Evaluation may be ineffective to time and opportunities for teachers to listen to their students are very limited, it takes a long time to check student-generated work and it may not be possible to complete the syllabus. It is right evaluation in grading may not be made it may not be possible to have objective quizzes or exams as students may have the tendency to cheat.

Possible Solutions:

It is important for the teachers to encourage their students so that they can share the responsibility of teaching and learning process. Some techniques such as



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peer check and teacher's reflection as well as self-reflection of students on their progress may also help teachers to cope with problems posed by evaluation.

e. Learning Effectiveness

Effective learning may be a problem in large classes because of the teachers cannot be sure that their students get everything they teach. They cannot learn about the weaknesses and strengths of their students easily through quizzes or other measurements.

Possible Solutions:

It is important for teachers to work collaboratively with the school organization and design goals that are attainable by the students at the end of the term. They should design their activities in such a way that students can get the most of them.

2.7. Factors influence teachers succeed in the classroom

According Fauziati (2015:80-85) stated that there are some crucial factors which influence the kind of interaction that goes on in the class:

a. Teacher Talk

Chaudron (1999:54-59) summarizes the research on teacher talk in language classrooms which shows the following modifications:

- 1) Rate of speech appear to be slower
- 2) Pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer
- 3) Pronunciation tends to be exaggerated and simplified
- 4) Vocabulary use is more basic



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5) Degree of subordination is lower

6) More declaratives and statements are used than questions

7) Teachers may self-repeat more frequently.

b. Teacher Talking Time

According to Krashen's (1982) that good teacher talking time may have beneficial quality; students will get a chance to hear language which is above their own productive level but comprehensible input. In speaking classroom, however, teachers should ensure themselves to minimize the teacher talking time and maximize the STT (Student Talking Time). The most effective use of the target language is when they are actively using it in the classroom through drills or a meaningful conversational activity.

c. Voice Management

With regard to the use of voice, Harmer (2005:16-17) presents three issues to consider: audibility, variety, and conservation.

1) Audibility Teachers need to be audible.

They must be sure that students at the back of the class can hear them just as well as those at the front.

2) Variety

It is important for teachers to vary the quality of their voices and the volume they speak at, depending on the type of the lesson and the type of activity. The sound should change naturally according to the situation.



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3) Conservation

Conserving the voice is one thing teachers should take into account when planning a whole day's or a whole week's work. Just like opera singers, they have to take great care of their voices.

d. Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2010:3) stated that teachers should take care of their physical position and movement during the following lesson stages;

- 1) During language presentation, teachers like the attention of all the students at this stage; therefore standing is the best position. When giving instructions they like the attention of whole class, so standing is the best position.
- 2) During reading activities (when students are reading) then there is no need to be dominant so much; so sitting and occasional monitoring is enough.
- 3) During activation control, teachers can allow the students freedom to carry this stage. The teacher should be at a distance from the activity, preferably be seated.

However teacher should be available when needed.

e. Seating Arrangements

Seating arrangement has necessary role in teaching-learning activities. Its arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom.

There are several ways to arrange the seating in English classroom presented by Harmer (2005:18-20).



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- 1) Orderly Rows This might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a content course. Advantages of this are that the teacher can see all students, more freely around the classroom and can gain the attention of all the students.
- 2) Circle/Square This arrangement is best used for discussions and for activities where students are answering more open-ended questions.
- 3) Horseshoe This arrangement is characterized by the equal status of all students and teacher, just as in the circular/square arrangement. Students can see each other's faces, and they can interpret others' body language as they speak to get a better understanding of what is being said.
- 4) Back to Back When two chairs are placed back to back, students working in pairs are able to practice their listening skills.

2.8. Teaching English

The Definition of Teaching English stated by Tomlinson (1998:3) that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the English teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to reflect on the way they have just read a passage or it could the teacher providing the language a learner need whilst participating in a challenging task. Education consists of teaching and learning.



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According to Yusuf (2009:4), teaching is a process involves the teaching and learning process. Mulyasa (2006:100) explains if teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. In teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influence each other in getting the teaching goal (Hamalik, 2004:57). In short, teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior.

Teaching learning process in a planned interaction that promotes behavioral change that is not a result of maturation of coincidence. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. At the result of teaching the student should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part. In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge. According to Stephen N. Elliot (1999: 396) "Teacher acts as Curriculum facilitator and not Curriculum planners". It can be conclude that teacher as the center of education is



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faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire. The respond abilities of teacher in managing favorable atmosphere and media to support learning are important. Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand. Teacher can teach by use combine of art, science and skill.

Components of Teaching in teaching process, there are some components of teaching, the components are:

- a. The objective Objective is the goal of education that interprets from the vision, mission, owned by an institution (Sanjaya, 2010:10). According to Hamalik (1995:6), the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching.
- b. The students or participant Students or participants are human being without way any limitation and certain characteristic. In the other world, all of human being is a student without limited by time and place (Aziz, 2003:30). In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.
- c. The teacher In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility



as well as possible (Gulo, 2008:14). Therefore, the electiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality. Michael in his book entitled *The Process and Experience in the Language Classroom* argues some teacher roles in the classroom, namely:

1. Teacher as coordinator and facilitator
2. Teacher as manager and organizer
3. Teacher as instructor
4. Teacher as investigator and researcher

Michael added that there are some components in teaching learning process:

Curriculum, Method, Facilities or Educational tool, Environment, Evaluation.

Thus components complete each other in the teaching learning process and the function is significant to reach the education goal.

2.9.Relevant Research

2.9.1. Research in Indonesia Context

The first the research was conducted by Diana Pungki, Suwartono, (2014). Research was about english teacher's strategies in managing large classes. This research used descriptive qualitative approach, and the major instruments used were interview and observation. The sample of this study was on one English teacher. It was qualitative research and the sample is one English teacher. The major instruments were interview and observation. The research finding showed that there were three difficulties faced by the English teacher in managing large classes. They are grouping the students, using English in large classes, and making students active.

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The research was by Rika Retnaningtyas, (2011). Researched was about the classroom management of English teaching-learning process in a big class. This study was a descriptive qualitative research. The data collected in this study was in the form of observations, interviews, and questionnaires. The sample of this study is an English teacher. The study was qualitative method. The sample in this study used the tenth teachers and students while this study used the sseventh grade. The result of the study shows that to handle a big class, the teacher uses the conventional seating arrangement. The teacher uses both English and Indonesian in the teaching and learning process in order that the students understand the lesson.

And the next is the research by Akhmad Habibi, at el (2017). It was about the Implementation of Classroom Management by English Teachers at High Schools. This study used qualitative with a case study approach. Akhmad Habibi, at el used four techniques for collecting data: interviews, focus group discussions, observations, and document review. The study that was qualitative with a case study approach. While, in the research was used eight English teachers. The findings, describing the implementation, processes and problems of classroom management, are divided into three themes: the first are teaching standards, rules and procedures, the second is classroom climate, and third is timing and scheduling. Policy recommendation proposed such as to limit the number of students (in a class), to provide up-to-date technology and to provide more training for teachers are not only for teachers but also for school authorities, and other stake holders for the betterment of Indonesian education.



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Then the fourth was by Via Suciani, 2016. classroom management in teaching reading. the aims of this research is to describe classroom management in teaching reading by an English teacher. The participant is an English teacher. The design of this research is qualitative research. And the result of this research was the teacher used group work activity to finish or solve more complex task like arranging the scramble text, answering some comprehension questions from more than one texts, to compare of finding main idea from some texts, the teacher managed inappropriate behavior students during teaching learning process by giving any instruction, and grouping strategies has been found to be an effective management tool in different level ability settings to provide efficient use of teacher and student time.

The next research was by Indri Setyowati/ 2017 about classroom management applied in teaching English by the tenth grade English teacher. The purpose of the research was to describe the classroom management applied in teaching English by the tenth grade teacher and to explain the problems faced by the tenth grade English teacher in classroom management applied in the class.the result of this research that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. The problem faced by English teacher was habit of the students and class discipline. To solve the problem, the teacher gave a punishment and a treatment.

Another study was by Sri Marmoah (2017) about The Analysis of Classroom Management in Teaching English. The purpose is to analyze how the



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classroom management of English teacher. The research design was qualitative descriptive. The finding showed the classroom management in the classroom as well as possible, teacher's approach describes how students acquire their knowledge of the language and made good action relate the classroom management condition which promoted successful language learning not only in physical but also the students' mentality.

Further research was by Okky Dahniar Choirunniza (2017). The aim of the study was to describing the difficulties faced by the teachers in managing class of EYL students in the first grade class and the way to overcome the difficulties. The research design was descriptive qualitative. And the result showed four difficulties that were faced by the teachers, such as: the students' misbehavior, the difficulties in giving instruction, the difficulties in grouping the students, and the messy classroom.

Parmin (2014) on research classroom management in english teaching learning process: a micro ethnography study at al jabar elementary school gondang, sragen . The objective of this research is to investigate the classroom management in English teaching learning process at Al Jabar Elementary School. The participants were three of English teacher. The research findings show that the classroom management in English teaching learning process at Al Jabar Elementary School runs effectively and efficiently. The classroom is organized through well-planned rules and procedures, good environment, and lesson planning. The material and equipment prepared by the teacher are suited with the student's needs.



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Ignatius Rindu (2017) was conducted a study about Role in managing the class during teaching and learning process. The purpose of this research is to investigate teacher's roles which used by the English teacher in managing the class during the teaching and learning process. The result showed the teacher's roles as a prompter and as a resource have not been played maximally by the teacher.

Study entitled "The Effectiveness of The Classroom Management of Large English Classes Conducted by the Teachers At SMP Bahrul Ulum Surabaya in Academic Year 2012/2013". The study was conducted by Feni Diniyah Auliyah from State Islamic Institute of Sunan Ampel Surabaya. This research was qualitative research. The subjects of the 39 research are class VII B and VII B which were considered as large class because they contain more than 35 students. The objectives of her research are to investigate the classroom management, further about the difficulties faced by the teachers in managing large English classroom and its possible solution also the students' responses toward classroom management conducted by the teachers in order to achieve the learning objectives. The data collecting techniques are interview, questionnaire and observation. The researcher focuses on the classroom management, and students' responses toward classroom management conducted by English teacher. The research design is descriptive qualitative. This study is conducted at MTs N Klaten as the place of doing the teacher training. The classes of the school are not large class as mentioned in the Feni Diniyah's study. The study is different because there is



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student's response. The subject of this study is an English teacher of MTs N Klaten, one of her class in the third grade, and the students.

Suryani research (2013) was analyzed the teachers' strategy for hearing impairment students. The similarities of her study with the researcher's are about the object of the topic that is teaching English and teachers' strategies, the data was analyzed using descriptive qualitative design and the purpose is finding the strategies of the subject of the research.

And next is Nuri research (2013) was analyzed the strategies of classroom management which is used by the teacher in managing a large class and the problem faced by the teacher and students during implementing the teaching. Nuri (2013) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. However, the researcher's study has some differences from Nuri's study; they are concerning specifically of teacher manage a class and on the problem of the subject data. Meanwhile, the differences between Nuri's (2013) study and researcher are the subject of the research. She took the English teacher for senior high school.

The furthermore research was by Rudyanto (2014) analyzed the classroom management strategy applied in English teaching, interest in English teaching and Learning process and teachers overcome the problems. The similarities are the object of research is classroom management strategy and the study is focused on the English teacher. The fourth is Bashyal (2010) carried out research on "Strategies of Classroom Management Used by Secondary Level English



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Teacher”. He tried to explore the major strategies adopted by the secondary level English teachers. Encourage, feedback, motivation etc were the major strategies for classroom management. After having reviewed the related literature, it was found that none of the studies focused on classroom management techniques used by ELT teachers. Hence, the study is different from the rest of the studies.

The last previous study is conducted by Afrisa (2016) analyzed English teachers view on students learning style in learning English. Afrisa (2016) thesis has similarities with the present study. First, the scope of this education. Second, the research design of the thesis is descriptive qualitative. The differences between the last study with study is the previous study focuses on the English teachers view on students learning style, this study focus on the teachers strategies in managing a large class.

The next research was by Agata Retno Palupi (Universitas Muhammadiyah Surakarta), entitled “Classroom Management Applied By the Eighth Grade Teacher in Teaching English in SMP Muhammadiyah 1 Surakarta in 2012/2013 Academic Year”. The similarities were the researchers using descriptive analysis in the thesis and the researchers described classroom management applied in English teaching learning process. The difference was in the object, Palupi’s research object is Junior High School, in this research was Senior High school.

Other research was by Arif Rudiyanto (STAIN Salatiga), entitled “Descriptive Analysis of Classroom Management Strategies of the Second Grade Students of SMP N 03 Tenganan Semarang”. The similarities were the researchers



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used descriptive analysis in the thesis and the researchers describe classroom management applied in English teaching learning process. The difference was in the object, Rudiyanto's research object is Junior High School and in this research was Senior High school.

The last study was by Widya Gama/2017. It was about Teacher's Role in Managing the Class during Teaching and Learning. The aim of this research was to investigate teacher's roles which used by the English teacher in managing the class during the teaching and learning process. The result showed the teacher's roles as a prompter and as a resource have not been played maximally by the teacher.

2.9.2. Research in other countries

In other countries, it is found many studies about classroom management . The first was in United States. The study was conducted by Abraham Ayebo (2017) about exploring teachers' knowledge of classroom management and control. The participants were 72 undergraduate pre-service teachers enrolled in specific majors at the College of Education in a mid-sized university in the United States. The major finding of the study was that rule-based conceptions were predominant. In their responses to open-ended questions, virtually all teachers mentioned rule-based conceptions, especially the consistent setting and monitoring of rules as being important to the teacher's ability to be in control of the class. The alternative conceptions of dominance and nurturance were expressed by a few of the teachers. Even teachers who showed agreement with



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either the dominance or nurturance conceptions showed strong support for rule-based conceptions.

While in Pakistan by Mumtaz Ahmad (2012) about application of Classroom Management Strategies in Public and Private Sector. The purpose of this study is To analysis of classroom management approaches in Public and Private Sector at school level in Pakistan. it was concluded that physical environment of the classroom and seating arrangement is managed in both sectors.

Furthermore, Priya Vijayan (2013) investigates how three themes (teacher behaviour, practical strategies and interventions and rules) appear in two classrooms in an International school in Malaysia. The participants in this study were one teacher and one assistant and 24 student. The findings of this research showed that student-centered approach is crucial in the management of the classroom. However, the findings may not be universal due to children from different countries in the same classroom of an international school.

In the next, in Turkey there are four studies discussing classroom management. Emre Debreli (2017) research on the purpose is to investigate the types of student misbehaviour exhibited in foreign language classrooms and the strategies preferred by foreign language teachers to prevent them. The participants were 44 teachers of English at the English preparatory schools of three universities. The finding of this study was teachers should be given greater practical freedom, or be supported by self-assessing reflective activities in order to evaluate their own perceptions and skills, related to certain issues. Only in this way may they be enabled to develop the critical stance in evaluating the realities



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of the foreign language classroom, and adapt their techniques or upgrade their views of effective classroom management.

Moreover, Morne Johan James Coetzee (2009) conducted study about an exploration of effective classroom management in three different phases of a primary school in a small town in Southern KwaZulu-Natal. The participants were three participants. The result of the study showed the findings of this study, and this author's concept of good classroom practice. Effective classroom management can, however, be pursued through the utilization of various approaches. Issues such as teacher commitment, teacher initiatives, and the implementation of policies as well as the creation of collaborative cultures can promote the establishment of effective classroom management practices and ultimately good educational practices.

Additionally, Leslie Ellis (2018) conducted a study about Teachers' Perceptions about Classroom Management Preparedness. He involved 10 teachers to participate in this research. The results indicates that the he study is significant because it discloses teachers' perceptions of their current classroom management practices, divulges their perceptions of what they need to improve their classroom management practice, and communicates elements of a professional development that would help them.

The next Zafer Unal (2012) research on the impact of years of teaching experience on the classroom management approaches of elementary school teachers. The aim of this research is to investigate differences in classroom management perceptions and beliefs of elementary school teachers based on their



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years of teaching experiences. The participants of this study were 268 elementary school teachers (74.4% female and 26.4% male). The finding of this research is demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions.

Moreover Jasmina delceva – Dizdarevik (2014) in Republik of Macedonia also conducted study to identify Classroom management. In his study he investigates to discover the paths that enable teachers to manage their work with students in the classroom. He employed the quantitative instrument. The result of this study there is a deficit of classroom management skills among teachers, which is due moreover to some lapses in initial education of teachers.

In Republic of Algeria, Mohamed Khider (2015) research on The Impact of Effective Classroom Management to Reduce Discipline Problems. This study aims at studying the impact of classroom management in reducing classroom discipline problems of second-year pupils at Leghouil Manfoukh secondary school 'Djamorah- Biskra'. The results of the study showed the studies revealed that teacher are expected to manage their classes effectively, by providing a clear learning atmosphere to improve students' ability to learn. These eventually make them rely more on their suitable strategies and techniques that may have been identified as being helpful in minimizing classroom disruptions.

In Canadian a research by Katharina Sieberer-Nagler (2015). About Effective Classroom-Management & Positive Teaching and the purpose of this research is to explore skill and the effective of classroom management in their



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work. And Aspects of positive teaching and learning. Used Mix method (Qualitative and Quantitative). The findings show that the observation from the director and how the teachers rated their own classroom are mostly not the same. It is important that the teacher gets feedback from another teacher or from the director to the teacher behavior. You can't change a behavior when you didn't know what is not so good.

In Columbia, Diego Fernando Macias (2015) investigated a study about Classroom management a persistent challenge for Pre-Service Foreign Language Teachers. study aimed to ascertain the extent to which classroom management constituted a problem among pre-service foreign language teachers in a teacher education program at a public university in Colombia. the participation of 34 preservice teachers, 10 practicum supervisors, and 17 cooperating teachers in the EFL teacher education program. The result showed that classroom management is a serious problem for most pre-service teachers in their practicum across primary and secondary school settings.

Nimali Matos (2014) in St. Catherine research on The Effect of Teacher Interactions on Classroom Management in a Montessori Environment. The aims of this research are to explore skill and the effective of classroom management in their work. And Aspects of positive teaching and learning. The participants were the lead teachers of each classroom and selected parents who have had two or more children in different classrooms. The result indicates that teachers who had more training, experience and knowledge may have better classroom management and also the capability to work within Montessori guidelines and principles.



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Mohammad Aliakbari (2014) in Iran conducted a study about Assertive classroom management strategies and students' performance: The case of EFL classroom. intended to examine the extent to which these teachers follow assertive classroom management strategies and if these strategies affect students' performance. The result showed that the person correlation is applied between students' achievement and each part of teacher management strategies.

Based on research of Ababneh' (2012), in his research the investigated to what extent EFL staff at Al-Balqa'a Applied University implement appropriate classroom management elements from the perspective of their students'. Then, the result of this study showed that students believed that their English teaching staff at the university displayed good implementation of classroom elements under study. Factors like gender and academic major at the university did not have a significant influence on students' responses. This could create a better teaching atmosphere which of course could lead to a successful learner. The researcher of this study also recommended that the stakeholders in educational institutions and universities should consider assessing to what extent is effective classroom management components are implemented since assessment plays a vital role in developing the basic skills for students who are the core stone in the teaching process. Teacher should accept their opinions assessment in order to improve their performance and avoid the negative points if there were any. As Ingwalson & Thompson, (2007) stated that all efforts to improve education must focus on the single most important component: the classroom teacher since he/she plays the most important role in the whole process of teaching.



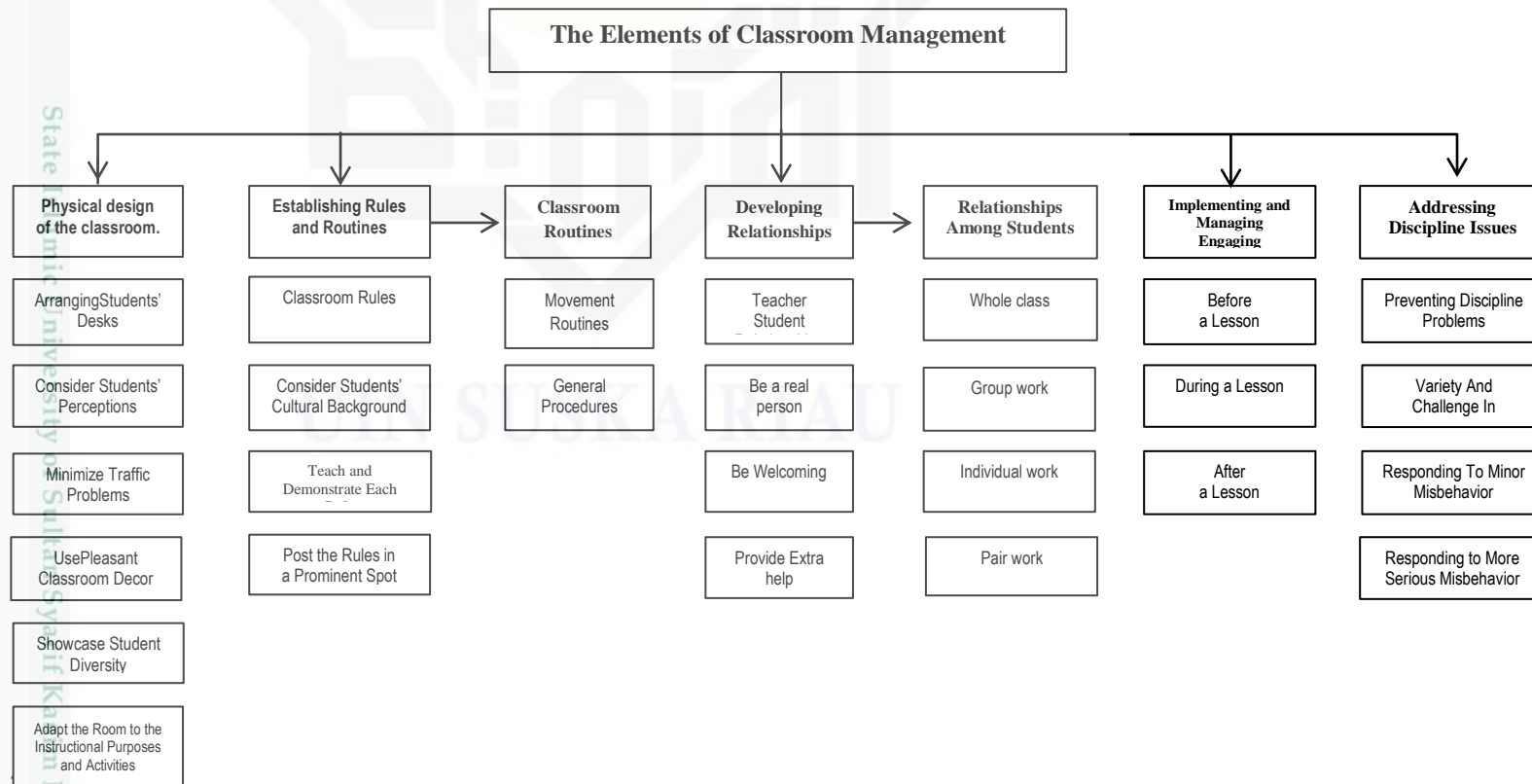
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In the other research was done by Hanke Korpershoek, Truus Harms, Hester de Boer, Mechteld van Kuijk, and Simone Doolaard (2014). This research discussed about the effects of various CMS and classroom management programs (hereafter called —CMP) aimed at improving students' behavior and enhancing their academic performance in primary education. At the end of the research, the researchers conclude that interventions focused on the social-emotional development of the students were somewhat more effective than interventions without this component. In particular, the social emotional outcomes benefitted from this component. Furthermore, the programs that were most effective in enhancing students' academic performance were those that had a strong focus on improving the teachers' classroom management skills.

The last is Ching-Chi Chen et al in Taiwan on research A Case Study of the Teaching Strategy and Class Management Mode from a Gifted Educational Teacher. The aim of this research is to investigate an excellent gifted education teacher's teaching strategies and classroom management. Research findings: An Excellent Gifted Education Teacher's Personal Traits, An Excellent Gifted Education Teacher's Perspective on Teaching Strategies ands Ways to Practise them.

Based on previous research mentioned above, just four studies are closed related to the classroom management.

2.10. Conceptual Framework





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district Padang Lawas regency North Sumatera. The school has 29 classes. 18 as Islamic Junior and 11 as Senior Islamic school with 600 students and each classes consist of 35 until 45 students.

3.3. The participants of the Research

The participant in this research is one of English teacher in eighth grade and two students. The teacher is teaching at Aek Hayuara Boarding School since 2005 up to now and the students are the eighth grade. The teacher teaches in VII, VIII, and the total of the class that he taught are six classes. She has been teaching for a long time in that school. She has more experiences and she can be categories as a discipline teacher in the school.

3. 4. Technique of Collecting Data

To gain the data the researcher used some techniques of data collection by Creswell (2007:132-135). The data were collected through observation, interview and. In analyzing the data, the writer applied three steps, namely presentation of the data, data reduction and verification for making conclusion:

1. Observation

Observation was conducted to gain the data from the students and the teacher during teaching and learning process in Islamic Boarding Junior school Aek Hayuara Sibuhuan classroom. Furthermore, the researcher also observed the community surround the school in the process of teaching and learning English. With the procedures of observation:

a. At the beginning of this data collection process, the researcher asks the permission for conducting the observation.



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b. After that, the researcher begins the observation started from the environment until the atmospheres of the English classroom management. The observer plays role as “nonparticipant observer” so that the researcher did not practically distract the sites and situation there. The observation sheets and observation checklist guide was formulated to gather data of classroom activities based on Creswell (2009: 477).

2. Interview

The main purpose of this interview was to know deeper information from the teacher and the process of teaching in the school. By using recording media or gadget, the researcher interview the key informants based on interview guideline with open-ended and a considerable range of qualitative approaches use semi-structured interviews, as suggested by the list above. Jennifer Mason argues that, despite the large variations in style and tradition, all qualitative and semistructured interviewing has certain core features in common:

- a. The interactional exchange of dialogue (between two or more participants, in face-to-face or other contexts).
- b. A thematic, topic-centred, or narrative approach where the researcher has topics, themes or issues they wish to cover, but with a fluid and flexible structure.
- c. A perspective regarding knowledge as situated and contextual, requiring the researcher to ensure that relevant contexts are brought into focus so that the situated knowledge can be produced. Meanings and understandings are created in an interaction, which is effectively a coproduction, involving the construction or reconstruction of knowledge. (Adapted from Mason 2002: 62).



3.4. Data Analysis

The technique of data analysis in this research used Miles and Huberman Model of data analysis. According to Miles and Huberman in Sutopo (2009:91), there were three main components of data analysis. Those were data reduction, data display and conclusion. The technique can be drawn bellow:

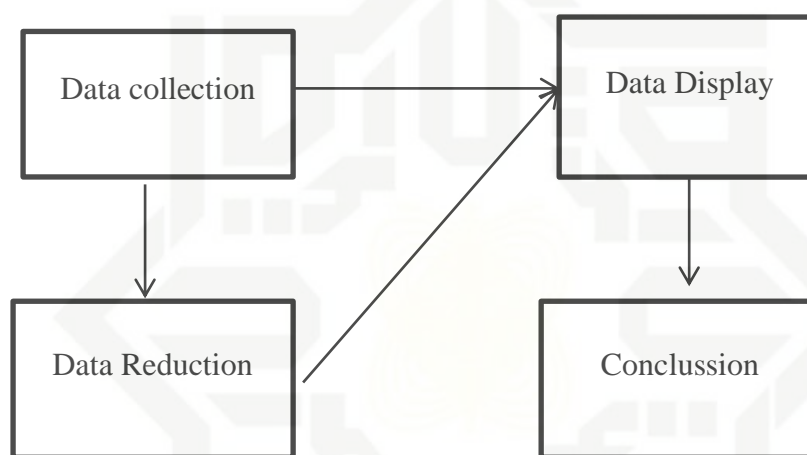


Table 1.1. Miles and Huberman interactive model

1. Data reduction

In a research not all the obtained data were important. It means that the important information must be taken and unimportant information must be ignored. In the process of the data reduction, the researcher elected, focused, simplified, and abstracted the data in the field note. The data reduction is done during the research activities. In this case, the researcher reduced the information during the research activities if the data is unimportant or do not support the data of the researcher needed. When the researcher observed the teaching learning



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activities in the class, researcher selected and focused on classroom management applied.

2. Data display

Display the data means described the data in the form of description or narration. As the second component in analyzing the data, this technique was used in arranging the information, description, or narration to draw the conclusion. By display the data, the researcher considered what he/she should do, he/she can analyze or take the other action based on his/her understanding.

3. Conclusion

The third activity was draw conclusion. In this research, conclusion was drawn continuously throughout the course of the research. The researcher tended to accumulated and formulated his/her interpretations as he goes along. The researcher wrote up not only what she seen but also her interpretation of the observation.

3.5.Trustworthiness

Based on the characteristics of a qualitative paradigm, one of the primary forms typically used by qualitative used to ensure the data, data analysis conducted at the eighth grade classroom in Islamic Boarding School Aekhayuara Sibuhuan. The qualitative inquirers triangulate among different data source to enhance from accuracy of study. Triangulation is the process of corroborating evidence from the participant (the teacher), types of data (observational field-notes and interviews), or method of data collection (documents and interviews) in



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description and themes in qualitative research (Creswell, 2012:259). The triangulation was done through the following types:

1. Method

The researcher got the same data by some different methods. For this study, the writer got data by interviewing some key informants and made sure that the data was valid by directly classroom observation. In this study, the writer did triangulation method by comparing information or data with different way. As mention that interview, observation and documentation are the data collection used by this qualitative study. In order to get truly information that is reliable complete picture about the definite information, the writer used observation to cross-check some data from interview and made sure that same information was truth.

2. Source

The researcher took more information from more resource people in the term of both person and data. In this triangulation, the writer dig up the true significant information through some methods and sources data result. The writer used participant observation, field notes, formal notes and documentation. Each of those methods produced evidence or different data that would also give different in sight about the phenomenon was observed.

3. Transferability

In writing the result of the research, the author constructed the result in the way where the readers can understand the English classroom management and if it was feasible, the readers can compare the present research with their work. To



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make it feasible to understand the study, the writer would content the readers with sufficient information about the English classroom management for the content, the context, the process, the position of the author, participants included during the process of the study as the consideration for the readers to decide the result of the study can be used in their future study context.

4. Confirmability

The author documented all the procedures of the data and checked all the data of the research. The attachments were all attached to make sure that the research finding was the result of the experiences and ideas of the participants and informants. The author of this study confirmed that this study was also influenced by the subjective point of view of the author because in the qualitative study, the point of the author was also allowed to be in the study as long as the idea is related to the study and it was based on the data gathered through the analytical processes. Then, the subjectivity of the study should be considered by the readers because the analysis of the researcher experience of the writing process might be dissimilar when they applied the similar variables in their upcoming research study.

BAB V

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter focuses on findings of the formulated research questions. Discussion is a process of making a decision or a conclusion about the topic of this research that is exploring classroom management in English teaching learning in Islamic boarding school Aek Hayuara Sibuhuan North Sumatera. Here is the explanation about practices in managing the classroom when teach the English class.

5.1. CONCLUSION

Researcher found that the ways of the English teacher conduct the classroom management was good. In general, the English teacher had good ways in managing classroom. The English teacher had done three aspects of classroom management conduct in teaching and learning English by the eighth grade English teacher of Islamic Boarding school AEK Hayuara Sibuhuan: The first is the teacher established the rules and routine by using positive language. The English teacher used general wording and the specific wording focus. The second, Implementing and Managing Engaging Instruction. In this aspect, the English teacher plan for the necessary materials that the teacher prepared the lesson by composing the lesson plan. And the English teacher used material such as marker and text book when the teacher taught the materials. She used it to explain the materials, give instruction and give examples of the material. The English teacher in this aspect provides clear instruction. When gave instructions, the teacher check that the students have understood what the students were being asked to do. In the



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other hand, the English teacher incorporate the relevant contents to her students it showed the teacher always incorporate the materials to the students by asking their activities that related with the materials. And then, in providing the clear instruction the teacher ask a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. And the last is English teacher had been Addressed discipline issues by monitoring and controlling also responding to misbehavior of the students either minor or serious misbehavior in English teaching learning process.

The factors that was found during the learning activities as the case in this study. The factors are ; Lack of facilities. Teachers never using learning media such as of laptops, projectors that can make students become enthusiastic in learning process. Students will be motivated and more active to learn English through teacher use learning media in English. Overcrowded classroom, to handle the big class, the English teacher used the conventional arrangement and the teacher gave more attention to the students when the students to do the tasks. Teacher preparation and planning was good. The teaching preparation made by the English teacher including lesson plan and selected material. The lesson plan made by the teacher which is consider relevant and have relationship with among core competency, based competency, indicator purpose of learning, pre activity, core activity, last activity, the tools of learning, source of learning and evaluation where explanation from each learning objective. And the last is Class discipline Teacher made students to be disciplined in classroom, so the learning process can



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run well, so that conflict and violence in the classroom can be resolved. Students become obedient and respectful towards the teacher, so there is no heavy obstacle facing the teacher.

5.2. IMPLICATION

Implication provides the contribution of the research for teaching and learning English. The research appears most similar experience shared by the teacher and the students. Indeed, it indicates the good process of classroom management conducted by the teacher. In relation with the conclusion already mentioned, exploring the experience of teacher in managing classroom in teaching and learning English can give the information, knowledge and consideration for teacher to conduct and follow the classroom management in teaching and learning English better in the future.

Indeed, the supporting factors which were found may extend the advantages or benefits of classroom management that wanted to be achieved by teacher. The supporting factors can be maintained and improved to support the better result. It also helps the teacher to improve their motivation during the process of classroom management to get its benefits.

To sum up, exploring the teacher ability engaging in managing class can imply to the better process of learning in teaching and learning English as well as gaining more advantages of the classroom management itself.

5.3. Recommendations

Based on conclusion above that had been described, the researcher will give some recommendation to the English teacher:



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- A. The teacher was good in conduct the classroom management in several components, and it should be maintained by the English teacher to make her classroom conducive and run well, there were:
1. The English teacher plan for the necessary materials was good it proved by composing the lesson plan. And the English teacher used material such as marker and text book when the teacher taught the materials. The English teacher has done as mentioned by Garret in his book “Effective Classroom Management” stated that most successful lessons draw on a variety of materials throughout the lesson plan and that board’s give students add visual input along with auditory.
 2. The English teacher incorporate the relevant contents to her students it showed the teacher always incorporate the materials to the students by asking their activities that related with the materials. She did the Garret suggestions in his book “Effective Classroom Management” . In the first students carried out some efforts to motivate ther students. The teacher tried to tell the aim and the use of the lesson and encouraged students that they could understood about the lesson.
 3. The English teacher provided clear instruction. When gave instructions, the teacher check that the students have understood what the students were being asked to do. According to Harmer in his book “The practice of English language teaching”, there are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. And in this



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researcher the teacher used as simple as possible and it was logic when she gave the instruction. .

4. And for discipline, the English teacher had been Addressed discipline issues by monitoring and controlling also responding to misbehavior of the students either minor or serious misbehavior in English teaching learning process. The teacher gave treatment or warns her students when there were students who did not pay attention to the teacher's instruction. The teacher called and even came close to the students who did not pay attention to the lessons or the students who disturb the other students. It supported by Larson's theory in his book "Teaching English" stated that when a student is disrupting the class, first try some attention moves. Use direct eye contact or move closer to the student.

B. There was also some of components must be recovery by the English teacher in conducting her classroom management. Therefore, the researcher gave some recommendations as follow:

1. The English teacher should use or change the seating arrangement in her class to make her students more enthusiastic and more active in teaching learning English. There were several kinds of seating arrangement that can be used by the English teacher as suggest by Melvin Silbeeman in his book "Active Learning": U- Shape, Pair Work, Circle and Group work. And the teacher should applied more strategies to make the students more active in learning process. And according to Harmer in his book "The practice of English language teaching", there are four seating arrangements, they are: Orderly



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- rows, Circle and Horseshoes. In a horseshoes the teacher is often located in a central position; it has much greater opportunity to get close to the students. In a circle, the teacher's position is outside of the circle. This arrangement is best used for discussions and for activities where students are answering more open-ended questions. Separate tables When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is much easier for the teacher to work at one table while the others get on with their work.
2. The English teacher established the rules and routine in her class but it didn't spot on the class wall. The teacher should spot it on the wall to make the students easy to remember about all rules and routines. It was suggested by Garret in his book "Effective Classroom Management" for established the rules and routine it should be spot in the class.
 3. The English teacher should use team building to improve her students' relationship in the class. As Garret stated in his book "Effective Classroom Management" the key to develop positive interpersonal relationship among students was to provide students with opportunities to connections with their classmate in a classroom. In other hand the teacher must kept her students relationship by using team building or group work.
 4. Teacher organizes the students work in the end of the lesson by giving individual assignment. The teacher mostly gave individual work to her students. The teacher shouldn't only give the individual work to make the students more active in the class. She can make group work or pair works to



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her students to do their assignment it will make her students more active in learning.

5. Teacher should use learning media such as of laptops, projectors that will make students become more active, creative and enthusiastic in learning process and can less their passiveness in the class. according to Heinic in Alieva Najla laptop is an education media that can make students interested in learning and laptops can create an effective learning climate for students

6. To handle Overcrowded classroom, Harmer states “The practice of English language teaching” there are things which teachers can do to handle her class, they are:

a. Use worksheets. One solution is for teachers to hand out worksheets for many of the tasks which they would normally do with the whole class. When the feedback stage is reached, teachers can go through worksheets with the whole group and all the students will get the benefit.

b. Use pair work and group work In large classes, pair works and group works play an important part since students maximize student’s participant. Even where chairs and desks cannot be moved, there are ways of doing this: first rows turn to face, second, rows, third, rows to face fourth rows etc. When using pair work and group work with the large groups, it is important to make an instruction especially clear, to agree how to stop the activity (many teachers just raise their hands until students notice them and gradually quieten down) and to give good feedback.

- c. Use groups leader. Teacher can be enlisting to help a few group leaders they can be used to hand out copies, check, that everyone in their group (or row or half) has understood a task, collect work and give feedback.

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Classroom Management Observation

A. Physical design of the classroom

1. Teacher arrange students desk
2. Teacher arrange room's décor
3. Teacher use pleasant classroom decor

(Garret, Tracey. 2014. *Effective of Classroom Management*. Columbia University: Teacher College. Hal: 13)

B. Establishing Rules and Routines

1. Teacher writes the rule of classroom
2. Teacher use positive language in writing classroom rule
3. Teacher teach and demonstrate each rule
4. Teacher post the rules in prominent spot

(Garret, Tracey. 2014. *Effective of Classroom Management*. Columbia University: Teacher College. Hal: 29)

C. Developing Relationship

1. Teacher shows respects to students
2. Teacher divides the students into group
3. Teacher motivate the students

(Garret, Tracey. 2014. *Effective of Classroom Management*. Columbia University: Teacher College. Hal: 45)

D. Implementing and Managing Engaging Instruction

1. Teacher consider the physical design of classroom
2. Teacher plan for the necessary materials
3. Teacher consider the students participate in a lesson
4. Teacher decide how to group or not the students
5. Teacher incorporate relevant content
6. Teacher provide clear instruction
7. Teacher monitor the progress and provide feedback
8. Teacher monitor students behavior
9. Teacher organizes and assesses students work

(Garret, Tracey. 2014. *Effective of Classroom Management*. Columbia University: Teacher College. Hal: 63)



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E. Addressing discipline issues

1. Teacher prevent discipline problems
2. Teacher responds to behavior problems
3. Teacher responds to the minor misbehavior
4. Teacher responds to the more serious misbehavior

(Garret, Tracey. 2014. Effective of Classroom Management. Columbia University: Teacher College. Hal: 77)

B. interview Guidelines

1) Interview for the teacher:

1. Apakah bapak yang mengatur atau menyusun meja siswa?
2. Dekorasi apa saja yang bapak buat di dalam ruangan belajar?
3. Bagaimana bapak menata dan mendekor ruangan kelas agar terlihat dan terasa menyenangkan bagi siswa ?
4. Apakah ada peraturan tertulis yang bapak buat khusus untuk pembelajaran b.inggris?
5. Bagaimana bahasa yang bapak gunakan ?
6. Bagaimana bapak mendemonstrasikan setiap peraturan kepada siswa?
7. Dimanakah bapak meletakkan peraturan yang tertulis tersebut?
8. Bagaimana dengan peraturan rutinitas siswa , misalnya yang mau keluar atau masuk kedalam ruangan atau siswa yang berpindah pindah tempat duduk?
9. Dalam proses belajar mengajar apakah bapak rutin memberikan tugas atau test kepada siswa bapak?
10. Hal apa saja yang bapak lakukan agar kelas tetap berjalan dengan baik?
11. Bagaimana bapak menunjukkan rasa hormat bapak kepada siswa bapak?
12. Hal apa yang bapak lakukan agar bapak menjadi guru yang terbuka kepada siswa?
13. Bagaimana cara bapak memotivasi siswa?
14. Apakah bapak mengatur ruangan kelas bapak sebelum bapak memulai Proses belajar mengajar?
15. Alat alat apa saja yang menurut bapak harus bapak siapkan sebelum memulai proses belajar mengajar?



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16. Bagaimana keterlibatan atau partisipasi siswa dalam pelajaran b.inggris?
17. Pada saat kapan bapak mulai membagi siswa menjadi kelompok?
18. Bagaimana bapak mengaitkan materi yang bapak sampaikan dengan kehidupan sehari hari siswa?
19. Bagaimana cara bapak mengawasi perkembangan siswa dan dan menanggapi feedback yang datang dari siswa?
20. Bagaimana cara bapak mengawasi dan menanggapi masalah kelakuan siswa didalam kelas?
21. Setelah pembelajaran selesai apakah bapak menilai tugas siswa?
22. Bagaimana bapak mengawasi dan menanggapi masalah disiplin siswa?
23. Bagaimana tanggapan bapak saat menghadapi masalah tingkah laku siswa di dalam kelas?
24. Bagaimana bapak menanggapi keributan kecil yang dilakukan oleh siswa didalam kelas?
25. Bagaimana cara bapak mengatasi keributan yang cukup serius didalam kelas?
26. Bagaimana ketersediaan fasilitas di kelas B.inggris yang ustazah masuki?
27. Bagaimana cara yang ustazah lakukan agar kelas besar yang ustazah masuki itu tetap kondusif?
28. Bagaimana persiapan ustazah dan rencana ustazah sebelum memulai pembelajaran?
29. Bagaimana ustazah mengatasi masalah disiplin yang ada selama proses belajar mengajar di kelas ustazah?



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TABLE OF INSTRUMENT CODING

No	Pertanyaan Peneliti	Jawaban Respondent	Pemadatan Fakta
1	Bagaimana ustazah mengatur atau menyusun meja siswa sebelum pembelajara dimulai?	Baiklah, untuk pengelolaan kelas, pengaturan meja dan kursi sepertinya sudah diatur oleh wali kelas. Cuma pada saat pembelajaran mungkin kalau ada lagi barisan yang belum rapi, sebelum mulai pembelajaran saya suruh rapikan kembali, misalkan luruskan barisannya kemudian kalau misalnya masih ada sampah yang masih tercecer dilantai saya suruh dipungut supaya bersih dan enak untuk belajar.	1.a. Meja dan kursi sudah di atur atau disusun wali kelas. 1.b. Guru B.Inggris merapikan dan meluruskan barisan meja dan kursi.
		Saya tidak merubah lagi yang dibuat guru kelasnya karena saya pikir posisi duduk ini juga memudahkan saya untuk mengontrol siswa siswa saya.	
		Soalnya kalau soal meja dan kursi sudah diatur sama wali kelas, jadi saat guru b.inggris masuk ke kelas gurunya langsung ngajar saja.	
2	Bagaimana ustazah menghias kelas mmm.. yang ustazah masuki setiap pembelajaran bahasa Inggris?	Untuk dekorasi atau hiasan kelas ini sebetulnya sepenuhnya ditangani oleh wali kelas namun untuk lancarnya pembelajaran dan mendukung pembelajaran bahasa Inggris saya ada rencana untuk menyampaikan ke wali kelas supaya nanti di dekorasi kelas dibuat gambar-gambar yang berbahasa Inggris, mungkin itu bisa mengingatkan anak anak untuk masalah vocabularynya.	2.b. Guru b.Inggris tidak ikut menghias atau membuat hiasan di kelas.



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3.	Kalau untuk poster ustazah, biasanya ada..., ada gak yang dibuat yang berbahasa Inggris?	Oia ada, poster misalkan, dalam hal menyapa, dalam hal kata sapaan misalnya dibuat poster atau gambar dengan kata kata sapaan itu sendiri.	3.a. Poster dalam bahasa Inggris.
4.	Tapi kalau untuk saat ini memang belum ada dipajang ya ustazah?	Oooh belum, tapi rencananya nanti supaya dibuat wali kelas. Untuk mendukung pembelajaran bahasa Inggris	4.a. poster belum dipajang.
5.	Bagaimana ustazah mengatur kelas itu biar terlihat menyenangkan bagi siswa yang belajar saat pembelajaran bahasa Inggris?	Yang pertama tentunya masalah kerapian dan kebersihan..kalau dia rapi dan bersih tentunya belajarnya enak. Tapi kadang saya lupa untuk menyuruh siswa saya untuk memungut sampah yang ada di kelas apalagi kadang jam saya masuk di kelas itu setelah istirahat, biasanya mereka jajan dan kadang sampah tetap ada di kelas itu biasanya saya lupa itu dikarenakan saya buru-buru mau mengejar waktu apalagi sekarang masa pandemic jadi jam pelajarannya dipercepat yang harusnya 45 menit menjadi 30 menit	5.a. Menjaga kerapian dan kebersihan kelas. 5.b. Menjaga komunikasi dengan siswa.
		kemudian satu lagi mengajak siswa berkomunikasi sebelum memulai pembelajaran setelah berkomunikasi misalnya menanyakan kabar dan kesehatan mungkin kita akan lebih intens lagi antara siswa dan gurunya. Jadi , pembelajarannya aktif	
6.	Bagaimana ustazah	Oia untuk peraturan dalam	6.a.



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<p>© Hak cipta milik UIN Suska Riau</p>	<p>membuat peraturan untuk pembelajaran bahasa Inggris itu?</p>	<p>pembelajaran b. Inggris pasti ada tapi yang secara tertulis dengan resmi belum ada, paling hanya tidak boleh ribut, hormati sesama teman, jangan terlambat dan jadilah teman yang baik. juga masalah peralatan belajar contoh, buku. Bukunya dibagi dua, ada buku catatan dan latihan. Kemudian perlengkapan menulisnya yang gak boleh minjam. Dan yang paling utama adalah masalah mulai pembelajaran jangan ada yang terlambat.</p>	<p>Peraturan verbal 6.b. Bahasa positive</p>
<p>7.</p>	<p>Bagaimana ustazah mengimplementasi kan rasa hormat kepada siswa dalam pembelajaran bahasa Inggris?</p>	<p>Tentunya untuk rasa hormat kepada siswa yang pertama kita mulai dengan jangan mereka saja yang menanyakan kabar kepada kita, tapi kita juga menanyakan kabar mereka, salah satu lagi yang paling utama pada saat kita memberi penugasan siswa kedepan kelas terus kita meminta pendapat apabila misalnya memang masih kurang pas jawaban yang diberikan kita tidak langsung memberikan sanksi karena ini untuk melatih keberanian si anak atau siswanya. Karena kalau kita berikan sanksi itu akan membunuh karakternya.</p>	<p>7.a. Komunikasi dua arah</p>
<p>8.</p>	<p>a. Oia ustazah, alat-alat yang ustazah sediakan sebelum proses belajar mengajar itu dimulai apa saja yang ustazah siapkan sebelum mulai pembelajaran?</p>	<p>Kalau untuk peralatan pastinya yang pertama adalah spidol, buku panduan dan yang terutama adalah Rpp, ya, atau silabus yang akan kita bawakan. Kemudian apabila memang pokok bahasan itu memerlukan alat peraga tertentu yaa, pasti dibuat alat peraganya. Apabila dituntut untuk membuat alat peraga.</p>	<p>8.a. Buku, spidol, Rpp, media</p>
<p>9.</p>	<p>bagaimana keterlibatan atau</p>	<p>Kalau sejauh yang saya alami sepertinya mereka aktif walaupun</p>	<p>9.a. Siswa passive</p>



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© Hak cipta milik UIN Suska Riau	partisipasi siswa dalam mmhh.. pembelajaran bahasa Inggris menurut ustazah?	kadang pasif. Kadang kepasifan ini bisa karena siswa masih kurang paham. Namun setelah saya kasih sesi tanya jawab dan kemudian kita mmh...mengulangi lagi pokok bahasanya mereka bisa kembali aktif lagi.	karena kurang memahami materi ang diajarkan.
		saya juga akan menyuruh mereka berdiri dan kami akan bernyanyi bersama kalau mereka sudah mulai terlihat bosan. Dan biasanya kalau kami sudah bernyanyi mereka akan kembali aktif.	
9	Bagaimana ustazah mengaitkan materi yang ustazah ajarkan dengan kehidupan sehari-hari siswa siswa ustazah?	Mmmh saya akan menanyakan langsung kepada siswa saya tentang apa yang dia lakukan kemudian saya akan mengaitkannya dengan materi yang sya ajarkan kepada siswa saya. Misalnya kalau saat belajar tentang past tense saya akan menanyakan kegiatan mereka yang mereka lakukan kemarin atau tadi malam. Atau yang sudah lalu.	9.a. Guru B.inggris menanyakan kegiatan siswa
10:	Bagaimana ustazah mengaitkan materi yang ustazah ajarkan dengan kehidupan sehari-hari siswa siswa ustazah?	Biasanya saya memilih dan menggunakan bahasa yang mudah dipahami oleh siswa, dan kalau siswanya masih belum paham saya akan mengulanginya lagi. Dengan begitu siswa akan paham dan mengerti dengan arahan yang saya berikan.	10.a. Mengunakan bahasa yang mudah dipahami.
11:	bagaimana...ee..ustazah mengevaluasi pembelajaran yang sudah berlangsung setiap ustazah masuk didalam kelas?	Masalah evaluasi, untuk mengetahui kemampuan siswa paling yang secara rutin adalah yang pertama latihan atau exercise disetiap sub bab kemudian adalah ulangan harian.saya akan mengoreksi tugas mereka itu.	11.a. Latihan individu
12:	Oooh dan mmhh...ustazah	Oia, kalau masalah disiplin berarti ini sudah menyangkut masalah	12.a. Ada saksi ika



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© Hak cipta milik UIN Suska Riau	kalau misalnya eeh, siswanya melakukan pelanggaran disiplin di kelas itu bagaimana tanggapan ustazah dengan tindakan siswa yang seperti itu?	peraturan. Berarti kalau menyangkut peraturan otomatis dia kan sudah tau. Pastilah ada sanksi kalau masalah peraturan karena memang dia sudah tau dan sudah disetujui berarti ini wajib dilaksanakan.”	melanggar aturan yang sudah ada.
Suska Riau	Biasanya kalau mereka melanggar disiplin sanksi apa yang ustazah berikan?	Yaaa sanksinya tergantung pelanggaran apa yang mereka buat.dan kalau siswanya sudah sering melanggar disiplin saya akan menghukumnya, bisa saya suruh berdiri, atau saya suruh menyapu ruang kelas.	12.b. Ada hukuman jika siswa melanggar aturan.
State Islamic University of Sultan Syarif Kasim Riau	13. Bagaimana ketersediaan fasilitas di kelas B.inggris yang ustazah masuki?	Fasilitas disekolah ini yang terbatas kadang itu membuat siswa saya merasa bosan tapi biasanya saya bisa mengatasi kebosanan mereka dengan menggunakan berbagai macam cara agar mereka kembali tertarik untuk belajar.	13.a fasilitas terbatas.
State Islamic University of Sultan Syarif Kasim Riau	14. Bagaimana cara yang ustazah lakukan agar kelas besar yang ustazah masuki itu tetap kondusif?	Yaa saya merasa kelas besar ini butuh perhatian yang ekstra untuk membuat kelas tersebut tetap kondusif karena akan banyak sekali hal yang akan dihadapi di kelas besar ini. Saya biasanya saya akan membuat siswa saya tenang sebelum saya mulai pelajaran dan kalau mereka tetap membuat keributan saya akan memperingatkan mereka.	14.a. Mengontrol dan menjaga ketenangan kelas.
State Islamic University of Sultan Syarif Kasim Riau	15. Bagaimana persiapan ustazah dan rencana ustazah sebelum memulai pembelajaran?	Sebelum saya memasuki kelas saya akan mempersiapkan rencana pembelajaran saya, saya juga akan menyiapkan materi pembelajaran saya sesuai dengan syllabus yang ada.	15.a. Mempersiapkan Rpp dan materi pembelajaran .



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16. Hak cipta milik UIN Suska Riau	Bagaimana ustazah mengatasi masalah disiplin yang ada selama proses belajar mengajar di kelas ustazah?	Dalam disiplin kelas,, biasanya masalahnya saat saya menerangkan atau berbicara didalam kelas, anak-anak suka ngobrol sendiri. Biasanya kalau sudah sangat mengganggu itu saya menyapa dulu kemudian harus diberdayakan entah itu disuruh action atau activity yang berhubungan dengan pembelajaran, lalu di treatment tidak boleh dibiarkan mbak.”	16.a. Guru B.Ingggris mengingatkan dan menarik perhatian siswa dengan cara menyuruh mereka melakukan sesuatu.
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VERBATIM

Kategori	Fakta Sejenis
C L A S S R O O M M A N A G E M E N T	<p>1.a. Meja dan kursi sudah di atur atau disusun wali kelas.</p> <p>1.b. Guru B.Ingggris merapikan dan meluruskan barisan meja dan kursi.</p> <p>2.b. Guru b.Ingggris tidak ikut menghias atau membuat hiasan di kelas.</p> <p>3.a. Poster dalam bahasa Inggris.</p> <p>4.a. poster belum dipajang.</p> <p>5.a. Menjaga kerapian dan kebersihan kelas.</p> <p>5.b. Menjaga komunikasi dengan siswa.</p> <p>6.a. Peraturan verbal</p>



<p>© Hak cipta milik UIN Suska Riau</p>	<p>6.b. Bahasa positive.</p> <p>7.a. Komunikasi dua arah</p> <p>8.a. Buku, spidol, Rpp, media</p> <p>9.a. Guru B.inggris menanyakan kegiatan siswa</p> <p>10.a. Menggunakan bahasa yang mudah dipahami.</p> <p>11.a. Latihan individu</p> <p>12.b. Ada hukuman jika siswa melanggar aturan.</p>
<p>Factor Affecting Classroom Management</p>	<p>13.a fasilitas terbatas.</p> <p>14.a. Mengontrol dan menjaga ketenangan kelas.</p> <p>15.a. Mempersiapkan Rpp dan materi pembelajaran.</p> <p>16.a. Guru B.Inggris mengingatkan dan menarik perhatian siswa dengan cara menyuruh mereka melakukan sesuatu.</p>

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Appendix 2 : Interview Transcript with teacher

INTERVIEW TRANSCRIPT

Date : Selasa, august 25th, 2020

Teacher: Nurlina Sari Harahap

R : Assalamua'laikum ustazah, ustazah hari ini saya mau menginterview ustazah tentang pengelolaan kelas yang ustazah lakukan dalam proses belajar mengajar B.Inggris.

T : Waa'laikumsalam

R : Pertanyaan yang pertama, bagaimana ustazah mengatur atau menyusun meja siswa sebelum pembelajara dimulai?

T : Baiklah, untuk pengelolaan kelas, pengaturan meja dan kursi seperti nya sudah diatur oleh wali kelas. Cuma pada saat pembelajaran mungkin kalau ada lagi barisan yang belum rapi, sebelum mulai pembelajaran saya suruh rapikan kembali, misalkan luruskan barisannya kemudian kalau misalnya masih ada sampah yang masih tercecer dilantai saya suruh dipungut supaya bersih dan enak untuk belajar.

T : Saya tidak merubah lagi yang dibuat guru kelasnya karena saya pikir posisi duduk ini juga memudahkan saya untuk mengontrol siswa siswa saya.

T : Soalnya kalau soal meja dan kursi sudah diatur sama wali kelas, jadi saat guru b.inggris masuk ke kelas gurunya langsung ngajar saja.

R : Mmmhhhh.. dan bagaimana ustazah menghias kelas mmm.. yang ustazah masuki setiap pembelajaran bahasa Inggris?



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T : Untuk dekorasi atau hiasan kelas ini sebetulnya sepenuhnya ditangani oleh wali kelas namun untuk lancarnya pembelajaran dan mendukung pembelajaran bahasa Inggris saya ada rencana untuk menyampaikan ke wali kelas supaya nanti di dekorasi kelas dibuat gambar-gambar yang berbahasa Inggris, mungkin itu bisa mengingatkan anak-anak untuk masalah vocabularynya.

R : Oooh begitu.

R : Kalau untuk poster ustazah, biasanya ada.., ada gak yang dibuat yang berbahasa Inggris?

T : Oia ada, poster misalkan, dalam hal menyapa, dalam hal kata sapaan misalnya dibuat poster atau gambar dengan kata-kata sapaan itu sendiri.

R : Tapi kalau untuk saat ini memang belum ada dipajang ya ustazah?

T : Oooh belum, tapi rencananya nanti supaya dibuat wali kelas. Untuk mendukung pembelajaran bahasa Inggris

R : Bagaimana ustazah membuat peraturan untuk pembelajaran bahasa Inggris itu?



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T

R

T

R

T

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: Oia untuk peraturan dalam pembelajaran b.Ingggris pasti ada tapi yang secara tertulis dengan resmi belum ada, paling hanya tidak boleh rebut, hormati sesame teman, jangan terlambat dan jadilah teman ang baik. juga masalah peralatan belajar contoh, buku. Bukunya dibagi dua, ada buku catatan dan latihan. Kemudian perlengkapan menulisnya yang gak boleh minjam. Dan yang paling utama adalah masalah mulai pembelajaran jangan ada yang terlambat.

: Bagaimana ustazah mengimplementasikan rasa hormat kepada siswa dalam pembelajaran bahasa Inggris?

: Tentunya untuk rasa hormat kepada siswa yang pertama kita mulai dengan jangan mereka saja yang menanyakan kabar kepada kita, tapi kita juga menanyakan kabar mereka, salah satu lagi yang paling utama pada saat kita memberi penugasan siswa kedepan kelas terus kita meminta pendapat apabila misalnya memang masih kurang pas jawaban yang diberikan kita tidak langsung memberikan sanksi karena ini untuk melatih keberanian si anak atau siswanya. Karena kalau kita berikan sanksi itu akan membunuh karakternya.

: Oia ustazah, alat-alat yang ustazah sediakan sebelum proses belaaar mengajar itu dimulai apa saja yang ustazah siapkan?

: Kalau untuk peralatan pastinya yang pertama adalah spidol, buku panduan dan yang terutama adalah Rpplah ya, atau silabus yang akan kita bawakan. Kemudian apabila memang pokok bahasan itu memerlukan alat



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peraga tertentu yaa, pasti dibuat alat peraganya. Apabila dituntut untuk membuat alat peraga.

R : Dan bagaimana keterlibatan atau partisipasi siswa dalam mmhh..
pembelaaran bahasa Inggris menurut ustazah?

T : Kalau sejauh yang saya alami sepertinya mereka aktif walaupun kadang pasif. Kadang kepasifan ini bisa karena siswa masih kurang paham. Namun setelah saya kasih sesi tanya jawab dan kemudian kita mmh...mengulangi lagi pokok bahasanya mereka bisa kembali aktif lagi.

T : saya juga akan menyuruh mereka berdiri dan kami akan bernyanyi bersama kalau mereka sudah mulai terlihat bosan. Dan biasanya kalau kami sudah bernyanyi mereka akan kembali aktif.

R : Bagaimana ustazah mengaitkan materi yang ustazah ajarkan dengan kehidupan sehari-hari siswa siswa ustazah?

T : Mmmh saya akan menanyakan langsung kepada siswa saya tentang apa yang dia lakukan kemudian saya akan mengaitkannya dengan materi yang saya ajarkan kepada siswa saya. Misalnya kalau saat belajar tentang past tense saya akan menanyakan kegiatan mereka yang mereka lakukan kemarin atau tadi malam. Atau yang sudah lalu.

R : Bagaimana ustazah memberikan arahan atau instruksi agar arahan itu jelas di pahami oleh siswa -siswi ustazah saat pembelajaran?



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T : Biasanya saya memilih dan menggunakan bahasa yang mudah dipahami oleh siswa, dan kalau siswanya masih belum paham saya akan mengulanginya lagi. Dengan begitu siswa akan paham dan mengerti dengan arahan yang saya berikan.

R : Kalau...eee...bagaimana...ee..ustazah mengevaluasi pembelajaran yang sudah berlangsung setiap ustazah masuk didalam kelas?

T : Masalah evaluasi, untuk mengetahui kemampuan siswa paling yang secara rutin adalah yang pertama latihan atau exercise disetiap sub bab kemudian adalah ulangan harian.saya akan mengoreksi tugas mereka itu.

T : Setiap selesai menyimpulkan pelajaran saya akan berikan tugas individu kepada mereka supaa saya tahu apakah mereka sudah paham atau belum dengan tugas yang saya berikan. Dan saya jjuga akan memberikan pujian kepada siswa saya jika mereka telah mengerjakan tugas mereka.

R : Oooh dan mmhh...ustazah kalau misalnya eeh, siswanya melakukan pelanggaran disiplin di kelas itu bagaimana tanggapan ustazah dengan tindakan siswa yang seperti itu?

T : Oia, kalau masalah disiplin berarti ini sudah menyangkut masalah peraturan. Berarti kalau menyangkut peraturan otomatis dia kan sudah tau. Pastilah ada sanksi kalau masalah peraturan karena memang dia sudah tau dan sudah disetujui berarti ini waib dilaksanakan.”

R :Biasanya kalau mereka melanggar disiplin sanksi apa yang ustazah berikan?



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- T : Yaaa sanksinya tergantung pelanggaran apa yang mereka buat.dan kalau siswanya sudah sering melanggar disiplin saya akan menghukumnya, bisa saa saya suruh berdiri, atau saya suruh menyapu ruang kelas.
- R :Bagaimana ketersediaan fasilitas di kelas B.inggris yang ustazah masuki?
- T : Fasilitas disekolah ini yang terbatas kadang itu membuat siswa saya merasa bosan tapi biasanya saya bisa mengatasi kebosanan mereka dengan menggunakan berbagai macam cara agar mereka kembali tertarik untuk belajar.
- R :Bagaiamana cara yang ustazah lakukan agar kelas besar yang ustazah masuki itu tetap kondusif?
- T : Yaa saya merasa kelas besar ini butuh perhatian yang ekstra untuk membuat kelas tersebut tetap kondusif karena akan banyak sekali hal yang akan dihadapi di kelas besar ini. Saya biasanya saya akan membuat siswa saya tenang sebelum saya mulai pelajaran dan kalau mereka tetap membuat keributan saya akan memperingatkan mereka.
- R :Bagaimana persiapan ustazah dan rencana ustazah sebelum memulai pembelajaran?
- T : Sebelum saya memasuki kelas saya akan mempersiapkan rencana pembelajaran saya, saya juga akan menyiapkan materi pembelajaran saya sesuai dengan syllabus yang ada.
- R : Bagaimana ustazah mengatasi masalah disiplin ang ada selama proses belajar mengajar di kleas ustazah?



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T : Dalam disiplin kelas,, biasanya masalahnya saat saya menerangkan atau berbicara didalam kelas, anak-anak suka ngobrol sendiri. Biasanya kalau sudah sangat mengganggu itu saya menyapa dulu kemudian harus diberdayakan entah itu disuruh action atau activity yang berhubungan dengan pembelajaran, lalu di treatment tidak boleh dibiarkan mbak.”

R : Ooh iya ustazah, wawancaranya sudah cukup sampai disini saja. Dan terima kasih atas waktunya ustazah

T : Iya.. sama sama.
 (You're welcome)

Appendix 2 : Interview Transcript with teacher

INTERVIEW TRANSCRIPT

Date : Selasa, august 25th, 2020

Teacher: Nurlina Sari Harahap

R : Assalamua'laikum ustazah, ustazah hari ini saya mau menginterview ustazah tentang pengelolaan kelas yang ustazah lakukan dalam proses belajar mengajar B.Inggris.

T : Waa'laikumsalam

R : Pertanyaan yang pertama, bagaimana ustazah mengatur atau menyusun meja siswa sebelum pembelajara dimulai?

T : Baiklah, untuk pengelolaan kelas, pengaturan meja dan kursi sepertinya sudah diatur oleh wali kelas. Cuma pada saat pembelajaran mungkin kalau ada lagi barisan yang belum rapi, sebelum mulai pembelajaran saya suruh rapikan kembali, misalkan luruskan barisannya kemudian kalau misalnya



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masih ada sampah yang masih tercecer dilantai saya suruh dipungut supaya bersih dan enak untuk belajar.

T : Saya tidak merubah lagi yang dibuat guru kelasnya karena saya pikir posisi duduk ini juga memudahkan saya untuk mengontrol siswa siswa saya.

T : Soalnya kalau soal meja dan kursi sudah diatur sama wali kelas, jadi saat guru b.inggris masuk ke kelas gurunya langsung ngajar saja.

R : Mmmhhhh.. dan bagaimana ustazah menghias kelas mmm.. yang ustazah masuki setiap pembelajaran bahasa Inggris?

T : Untuk dekorasi atau hiasan kelas ini sebetulnya sepenuhnya ditangani oleh wali kelas namun untuk lancarnya pembelajaran dan mendukung pembelajaran bahasa Inggris saya ada rencana untuk menyampaikan ke wali kelas supaya nanti di dekorasi kelas dibuat gambar-gambar yang berbahasa Inggris, mungkin itu bisa mengingatkan anak anak untuk masalah vocabularynya.

R : Ooooh begitu.

R : Kalau untuk poster ustazah, biasanya ada.., ada gak yang dibuat yang berbahasa Inggris?

T : Oia ada, poster misalkan, dalam hal menyapa, dalam hal kata sapaan misalnya dibuat poster atau gambar dengan kata kata sapaan itu sendiri.

R :Tapi kalau untuk saat ini memang belum ada dipajang ya ustazah?



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T : Oooh belum, tapi rencananya nanti supaya dibuat wali kelas. Untuk mendukung pembelajaran bahasa Inggris

R : Bagaimana ustazah membuat peraturan untuk pembelajaran bahasa Inggris itu?

T : Oia untuk peraturan dalam pembelajaran b.Ingggris pasti ada tapi yang secara tertulis dengan resmi belum ada, paling hanya tidak boleh rebut, hormati sesame teman, jangan terlambat dan jadilah teman ang baik. juga masalah peralatan belajar contoh, buku. Bukunya dibagi dua, ada buku catatan dan latihan. Kemudian perlengkapan menulisnya yang gak boleh minjam. Dan yang paling utama adalah masalah mulai pembelajaran jangan ada yang terlambat.

R : Bagaimana ustazah mengimplementasikan rasa hormat kepada siswa dalam pembelajaran bahasa Inggris?

T : Tentunya untuk rasa hormat kepada siswa yang pertama kita mulai dengan jangan mereka saja yang menanyakan kabar kepada kita, tapi kita juga menanyakan kabar mereka, salah satu lagi yang paling utama pada saat kita memberi penugasan siswa kedepan kelas terus kita meminta pendapat apabila misalnya memang masih kurang pas jawaban yang diberikan kita tidak langsung memberikan sanksi karena ini untuk melatih keberanian si anak atau siswanya. Karena kalau kita berikan sanksi itu akan membunuh karakternya.

R : Oia ustazah, alat-alat yang ustazah sediakan sebelum proses belaaar mengajar itu dimulai apa saja yang ustazah siapkan?



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T : Kalau untuk peralatan pastinya yang pertama adalah spidol, buku panduan dan yang terutama adalah Rpplah ya, atau silabus yang akan kita bawa. Kemudian apabila memang pokok bahasan itu memerlukan alat peraga tertentu yaa, pasti dibuat alat peraganya. Apabila dituntut untuk membuat alat peraga.

R :Dan bagaimana keterlibatan atau partisipasi siswa dalam mmhh.. pembelajaran bahasa Inggris menurut ustazah?

T : Kalau sejauh yang saya alami sepertinya mereka aktif walaupun kadang pasif. Kadang kepasifan ini bisa karena siswa masih kurang paham. Namun setelah saya kasih sesi tanya jawab dan kemudian kita mmh...mengulangi lagi pokok bahasanya mereka bisa kembali aktif lagi.

T : saya juga akan menyuruh mereka berdiri dan kami akan bernyanyi bersama kalau mereka sudah mulai terlihat bosan. Dan biasanya kalau kami sudah bernyanyi mereka akan kembali aktif.

R :Bagaimana ustazah mengaitkan materi yang ustazah ajarkan dengan kehidupan sehari-hari siswa siswa ustazah?

T : Mmmh saya akan menanyakan langsung kepada siswa saya tentang apa yang dia lakukan kemudian saya akan mengaitkannya dengan materi yang saya ajarkan kepada siswa saya. Misalnya kalau saat belajar tentang past tense saya akan menanyakan kegiatan mereka yang mereka lakukan kemarin atau tadi malam. Atau yang sudah lalu.



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R : Bagaimana ustazah memberikan arahan atau instruksi agar arahan itu jelas di pahami oleh siswa -siswi ustazah saat pembelajaran?

T : Biasanya saya memilih dan menggunakan bahasa yang mudah dipahami oleh siswa, dan kalau siswanya masih belum paham saya akan mengulanginya lagi. Dengan begitu siswa akan paham dan mengerti dengan arahan yang saya berikan.

R : Kalau...eee...bagaimana...ee..ustazah mengevaluasi pembelajaran yang sudah berlangsung setiap ustazah masuk didalam kelas?

T : Masalah evaluasi, untuk mengetahui kemampuan siswa paling yang secara rutin adalah yang pertama latihan atau exercise disetiap sub bab kemudian adalah ulangan harian.saya akan mengoreksi tugas mereka itu.

T : Setiap selesai menyimpulkan pelajaran saya akan berikan tugas individu kepada mereka supaa saya tahu apakah mereka sudah paham atau belum dengan tugas yang saya berikan. Dan saya jjuga akan memberikan pujian kepada siswa saya jika mereka telah mengerjakan tugas mereka.

R : Oooh dan mmhh...ustazah kalau misalnya eeh, siswanya melakukan pelanggaran disiplin di kelas itu bagaimana tanggapan ustazah dengan tindakan siswa yang seperti itu?

T : Oia, kalau masalah disiplin berarti ini sudah menyangkut masalah peraturan. Berarti kalau menyangkut peraturan otomatis dia kan sudah tau. Pastilah ada sanksi kalau masalah peraturan karena memang dia sudah tau dan sudah disetujui berarti ini waib dilaksanakan.”



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- R :Biasanya kalau mereka melanggar disiplin sanksi apa yang ustazah berikan?
- T : Yaaa sanksinya tergantung pelanggaran apa yang mereka buat.dan kalau siswanya sudah sering melanggaar dispilin saya akan menghukumnya, bisa saa saya suruh berdiri, atau saya suruh menyapu ruang kelas.
- R : Bagaimana ketersediaan fasilitas di kelas B.inggris yang ustazah masuki?
- T : Fasilitas disekolah ini yang terbatas kadang itu membuat siswa saya merasa bosan tapi biasanya saya bisa mengatasi kebosanan mereka dengan menggunakan berbagai macam cara agar mereka kembali tertarik untuk belajar.
- R :Bagaimana cara yang ustazah lakukan agar kelas besar yang ustazah masuki itu tetap kondusif?
- T : Yaa saya merasa kelas besar ini butuh perhatian yang ekstra untuk membuat kelas tersebut tetap kondusif karena akan banyak sekali hal yang akan dihadapi di kelas besar ini. Saya biasanya saya akan membuat siswa saya tenang sebelum saya mulai pelajaran dan kalau mereka tetap membuat keributan saya akan memperingatkan mereka.
- R :Bagaimana persiapan ustazah dan rencana ustazah sebelum memulai pembelajaran?
- T : Sebelum saya memasuki kelas saya akan mempersiapkan rencana pembelajaran saya, saya juga akan menyiapkan materi pembelajaran saya sesuai dengan syllabus yang ada.



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R : Bagaimana ustazah mengatasi masalah disiplin yang ada selama proses belajar mengajar di kelas ustazah?

T : Dalam disiplin kelas,, biasanya masalahnya saat saya menerangkan atau berbicara didalam kelas, anak-anak suka ngobrol sendiri. Biasanya kalau sudah sangat mengganggu itu saya menyapa dulu kemudian harus diberdayakan entah itu disuruh action atau activity yang berhubungan dengan pembelajaran, lalu di treatment tidak boleh dibiarkan mbak.”

R : Ooh iya ustazah, wawancaranya sudah cukup sampai disini saja. Dan terima kasih atas waktunya ustazah

T : Iya.. sama sama.

(You're welcome)

INTERVIEW TRANSCRIPT

Date : Saturday, Sep 26th, 2021

S1: Kiki Mega Sari

R : Nama kamu siapa?

S1 : Kiki Mega Sari

R : Oia kiki kalian belajar b.inggris itu dalam seminggu ada dua kali. Kalau kalian lagi belajar bahasa Inggris bagaimana guru B.inggrisnya mengatur atau menyusun meja kalian?

S1 : Tidak ada lagi mengatur meja miss, karena sudah tertata dengan rapi.

(No miss, because it was arranged neatly).

R : Oo, udah rapi jadi sebelum gurunya masuk kursinya sudah di rapikan



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- S1 : Iya miss
- R : Biasanya yang merapikannya siapa?
- S1 : Biasanya dirapikan oleh wali kelas .
(Usually it was tidied up by the homeroom teacher).
- R : Wali kelas langsung yang mengatur?
- S1 : Iya miss
- R : Untuk hiasan di kelas bagaimana guru bahasa Inggris membuat hiasan di dalam kelas?
- S1 : Karena menghias kelas itu bukan tanggung jawab dari b. Inggris tapi itu tugas dari wali kelas sendiri
- R : Jadi kalau kalian misalnya membuat poster, poster itu nggak ada yang berbahasa inggris?
- S1 : Iya nggak ada miss.
- R : Kalau mengenai peraturan, ada peraturan tertulis nggak yang dituliskan sama guru bahasa inggris dikelas kalian?
- S1 : Guru bahasa inggris hanya mengucapkan secara langsung,
- R : Lisan aja?
- S1 : Iya miss

INTERVIEW TRANSCRIPT

- Date : Saturday, Sep 26th, 2020
- S2 : Silvi Herlinda
- R : Siapa namanya nak?



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- S2 : Silvia Herlinda
- R : Oia linda biasanya bagaimana guru b.inggris yang masuk di kelas kalian itu mengatur atau menyusun meja siswa?
- S2 : Nggak miss
(No miss)
- R : Jadi...?
- S2 : Soalnya kalau soal meja dan kursi sudah diatur kian sama wali kelas
- R : Jadi saat guru b.inggris masuk...?
- S2 : Langsung ngajar miss
- R : Nggak ada lagi di atur meja dan kursinya
- S2 : Nggak ada miss
- R : Untuk hiasan yang ada di dalam kelas itu bagaimana guru b.inggris kalian membuat hiasan di dalam kelas?
- S2 : Kalau guru b.inggris gak ada mis.
- S2 : Cuma wali kelas miss yang nyuruh. Itupun nggaknya bersangkutan dengan bahasa inggris
- R : Ooh, jadi yang kalian buat itu apa, hiasan hiasan apa itu?
- S2 : Yang cenderung ke pesantren , kayak asmaul husna, kata kata bijak dalam islam
- R : Kalau yang berbahasa inggris?
- S2 : Nggak ada miss
- R : Peraturan peraturan khusus bahasa inggris ada yang ditulis sama gur b.inggrisnya?
- S2 : Nggak ada miss, kalau yang tertulis nggak ada miss
- R : Lisan aja , nggak pernah itu ada peraturan tertulis?
- S2 : Nggak ada miss