



**CLASSROOM MANAGEMENT EMPLOYED BY THE ENGLISH
TEACHER AT SMP NEGERI 7 JEMBER**

THESIS

By

**Iegayanti Wulandari
NIM 110210401056**

**ENGLISH LANGUAGE EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



**CLASSROOM MANAGEMENT EMPLOYED BY THE ENGLISH
TEACHER AT SMP NEGERI 7 JEMBER**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English
Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

By

Iegayanti Wulandari
NIM 110210401056

**ENGLISH LANGUAGE EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**

DEDICATION

This thesis is honorably dedicated to:

my mother, Indrawati,

my father, Kuswijaya, and

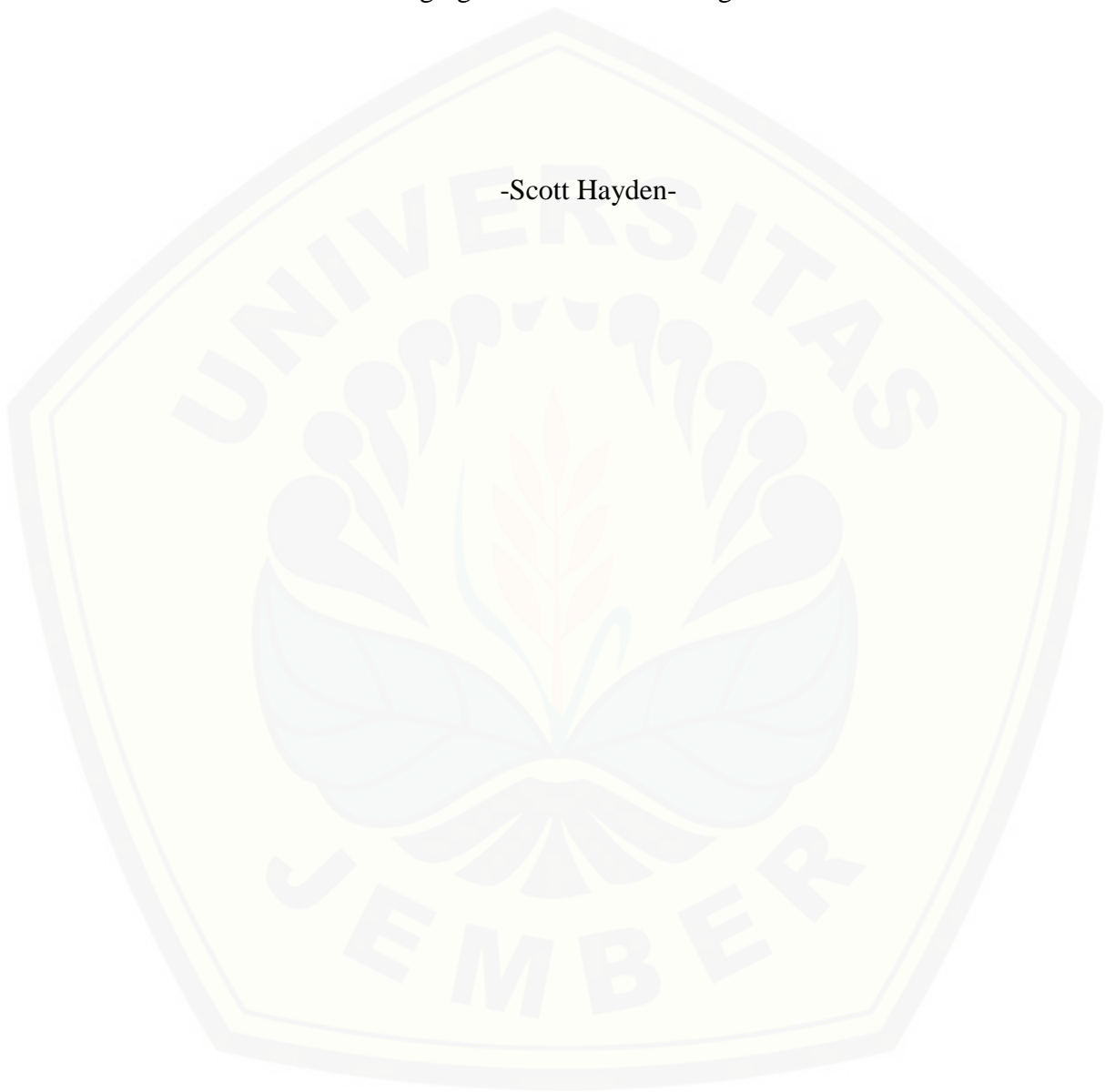
my husband, Nanda Krista Pryanka.



MOTTO

“Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together”

-Scott Hayden-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author myself. Hence, all the materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the accepted thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic honor, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any contravene of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the Jember University the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or henceforward known.

Jember, March 8 , 2019

Iegayanti Wulandari

NIM. 110210401056

CONSULTANTS' APPROVAL

**CLASSROOM MANAGEMENT EMPLOYED BY THE ENGLISH TEACHER
AT SMP NEGERI 7 JEMBER**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

Name : Iegayanti Wulandari
Identification Number : 110210401056
Level : 2011
Place and Date of Birth : Bondowoso, March 8th, 1993
Department : Language and Arts Education
Program : English Language Education Study

Approved by:

Consultant I

Consultant II

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

Eka Wajuningsih, S.Pd., M.Pd.
NIP. 19700612 199512 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “**Classroom Management Employed by the English Teacher at SMP Negeri 7 Jember**” was approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

Day : Tuesday

Date : 19 February 2019

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee:

Chairperson

Dr. Budi Setyono, M.A.
NIP. 19630717 199002 1 001

Member I

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

Secretary

Eka Wajuningsih, S.Pd., M.Pd.
NIP. 19700612 199512 2 001

Member II

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

The Dean

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, Msc., Ph.D
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

Thanks to Allah Subhanahuwata'ala, for the Almighty, who gives me his guidance and blessing, so, I can finish this thesis entitled "**Classroom Management Employed by the English Teacher at SMP Negeri 7 Jember**".

Related to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
4. My first and second consultant, Drs. I Putu Sukmaantara, M.Ed. and Eka Wahjuningsih, S.Pd., M.Pd. for spending your time to give me suggestions and many ideas for my thesis.
5. My academic advisor, Drs. Sugeng Ariyanto, M.A. who has guided me throughout my study years.
6. All lecturers of the English Education Department who have inspired me, given me so much meaningful knowledge and guided me to learn many things.
7. The principal, the English teacher, and the students of SMP Negeri 7 Jember for giving me an occasion, help, and support to conduct this research.

Finally, I feel grateful to those who gave positive comments for the improvement of this thesis.

Jember, Marrch 8, 2019

The Writer

SUMMARY

Classroom Management Employed by the English Teacher at SMP Negeri 7 Jember. Iegayanti Wulandari, 110210401056; 2019:43 Pages; English Educational Study Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

This research was aimed to investigate the classroom management techniques by the English teacher at SMP Negeri 7 Jember. It is obvious that classroom management is one of the most important skills that every teacher must have. However, there are still few who records on classroom management in Jember. Thus, the researcher was interested to conduct this research. The researcher uses Garrett's (2014) key areas of the process of classroom management as the indicators to observe teacher's performance in the classroom, they are: (1) organizing the physical design of the classroom; (2) establishing rules and routines; (3) developing relationship; (4) implementing and managing engaging instructions; and (5) addressing discipline issues in the classroom.

In this research, the qualitative research is in the form of case study. The researcher collected the data by doing the interview and observing the process of teaching and learning in the classroom by using video recorder. Thematic analysis was used to analyze the data from the observation and interview. The researcher used observation checklist to make the analysis process much easier. The research was undertaken on January 16th to January 18th 2019 at SMP Negeri 7 Jember at Class IX-C, IX-D, and IX-E with a female English teacher named Bu Dewi.

The result of this research showed that the teacher as a subject of the research considered as a good classroom manager because she performed most of the components of classroom management proposed by Garrett (2014). The students were well-behaved during the teaching and learning process.

TABLE OF CONTENT

TITLE	i
DEDICATION.....	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT’S APPROVAL	v
APPROVAL OF THE EXAMINATION’S COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENT	ix
LIST OF APPENDICES	xii
LIST OF TABLES AND CHARTS	xiii

CHAPTER I. INTRODUCTION

1.1 Background of the Research.....	1
1.2 Research Problems	4
1.3 Research Contribution	4
1.3.1 Empirical Contribution	4
1.3.2 Practical Contribution.....	4

CHAPTER II. LITERATURE REVIEW

2.1 Theoretical Framework	5
2.1.1 Teaching English as Foreign Language.....	5
2.1.2 Classroom Management	6
2.1.3 The Principles of Classroom Management.....	7
2.2 Conceptual Review	9
2.2.1 The Components of the Process of Classroom Management	9
2.2.1.1 Organizing the Physical Design	10
2.2.1.2 Establishing Rules and Routines	11

2.2.1.3 Developing Relationship	12
2.2.1.4 Implementing and Managing Engaging Instruction	13
2.2.1.5 Addressing Discipline Issues	14
2.3 The Previous Reserach Review	16

CHAPTER III. RESEARCH METHODOLOGY

3.1 Research Design	18
3.2 Research Context	19
3.3 Research Participant	19
3.4 Data Collection Method	20
3.4.1 Observation	20
3.4.2 Interview	20
3.5 Data Analysis Method	21

CHAPTER IV. RESULT AND DISCUSSION

4.1 The Result of Classroom Management Employed by the English Teacher	24
4.1.1 The Result and Discussion of Teacher Organizing the Physical Designof the Classroom	24
4.1.2 The Result and Discussion of Teacher Establishing Rules and Routines in the Classroom	25
4.1.3 The Result and Discussion of Teacher Developing Relationship in the Classroom	27
4.1.4 The Result and Discussion of Teacher Implementing and Managing Engaging Instruction	28
4.1.5 The Result and Discussion of Teacher Addressing Discipline Issues in the Classroom	29
4.2 The Limitation of the Research	30

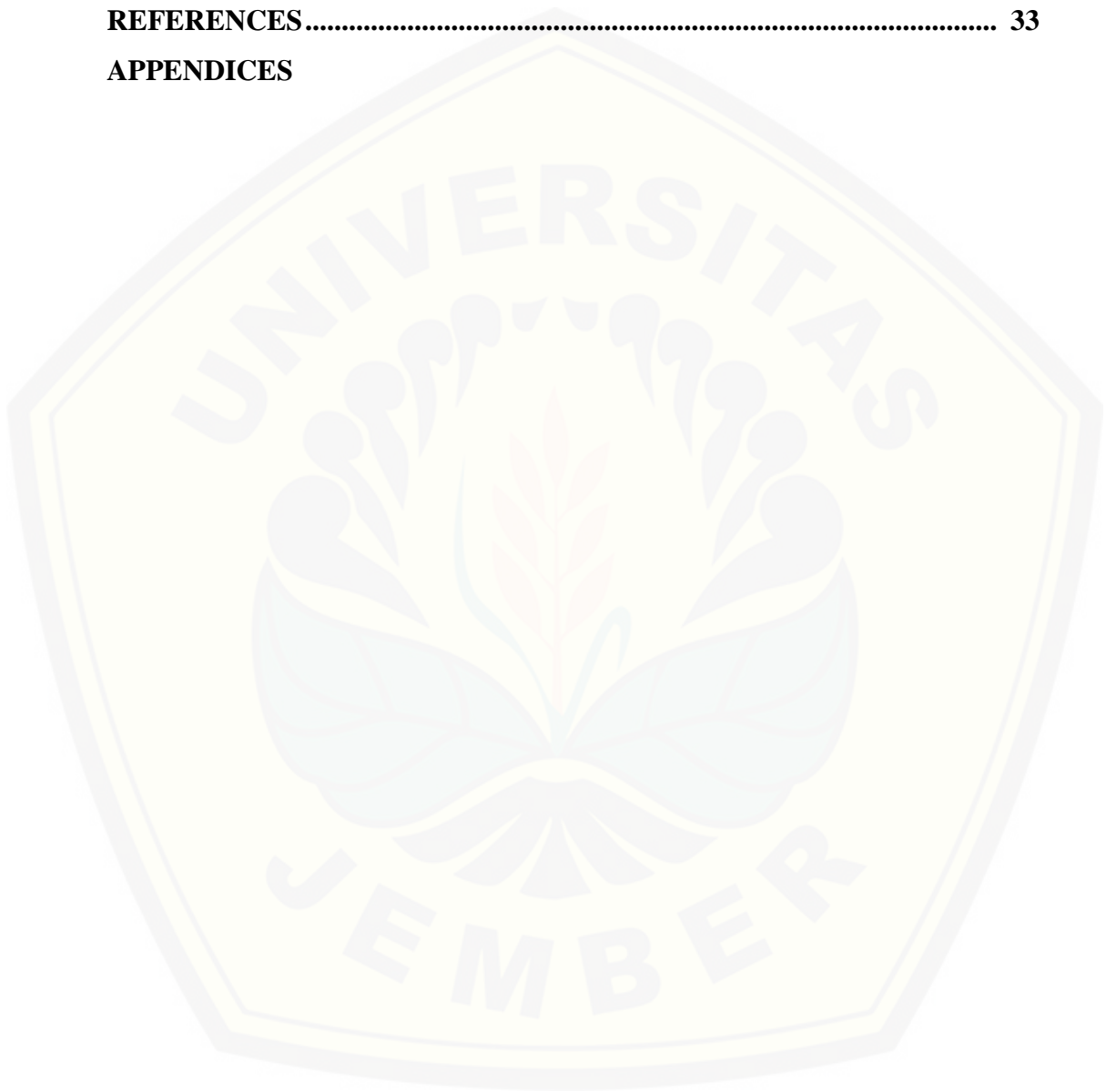
CHAPTER V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions..... 31

5.2 Suggestions 31

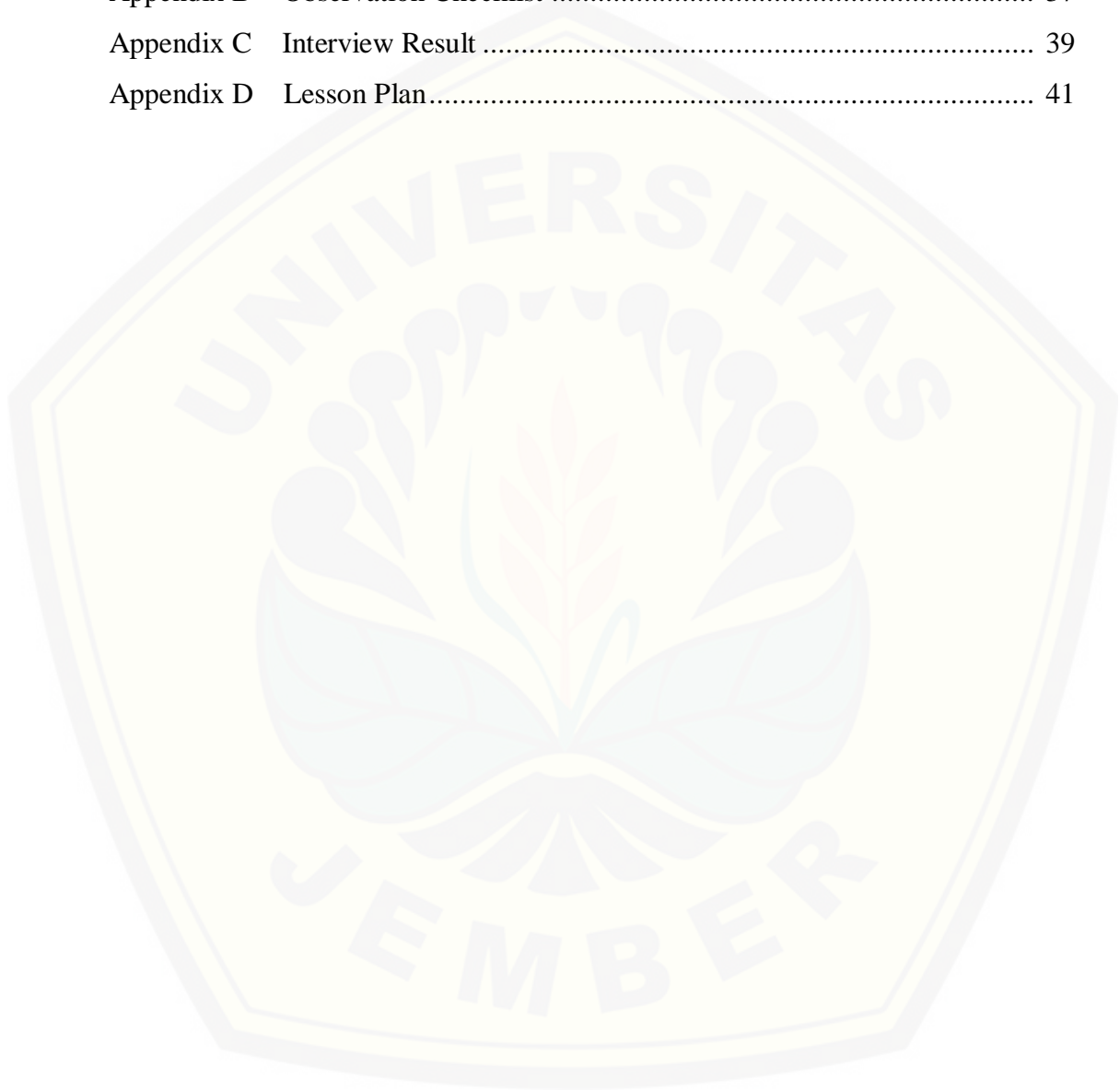
REFERENCES..... 33

APPENDICES



LIST OF APPENDICES

Appendix A	Research Matrix	36
Appendix B	Observation Checklist	37
Appendix C	Interview Result	39
Appendix D	Lesson Plan	41



LIST OF TABLE AND CHART

3.1 The List of Categories, Themes, and Activities to Research Observation.....22



CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing with the topics of the research. They are background of the research, problem of the research, and contribution of the research.

1.1 Background of the Research

A teacher plays an important role in the classroom. Students need a teacher to facilitate their learning process. We can imagine if there is no teacher in a classroom, there will be no learning activity at all. There is no one to control the class, help the students with the material, encourage the students to study, and the classroom will become a mess.

In Indonesia, English is taught as a foreign language. However, the students are expected to be able to communicate by using this language. This goal can be achieved by doing the practice as much as possible including in the classroom during the English class. However, sometimes we found that although a teacher exists in classroom, an effective learning does not happen. Thus, we need an effective teacher as a classroom manager in learning activity.

There are so many criteria to be said as an effective classroom manager, but the most important thing is that a teacher should have knowledge and ability to build the students' motivation in the classroom. It is such a waste when a teacher with brilliant knowledge cannot make his/her students interested in the lesson in classroom. Building the students' motivation is essential to make an effective learning, because motivation can improve students' performance in the classroom. Creating a good classroom atmosphere is one of the ways to increase the students' motivation during the learning process. A good classroom atmosphere happens when the classroom situation is comfortable, the students will get involved actively in classroom and learning more effectively.

Inside the classroom, the attitude of each student varies. It is good to have active students with positive learning behavior, but we cannot deny that there are

always some students who do not seem to be interested in joining the lesson. Harmer (1998:10) mentions some characteristics of good classroom learners, they are:

1. a willingness to listen; good learners listen to what's going on in the classroom.
2. a willingness to experiment; learners are not afraid of trying to use language in the classroom.
3. a willingness to ask questions; learners have the urge to find out the reason they are learning something in the classroom or asking something they don't understand.
4. a willingness to think about how to learn; learners have their own best way to learn something.
5. a willingness to accept correction; learners are ready to get any feedback and correction from the teacher.

When the students have some or all of those characteristics, the teacher must be able to guide their process of learning. Nevertheless, if the students do not have those characteristics, it is the teacher's job to encourage them by creating a good atmosphere in classroom.

A good atmosphere in classroom is not only shown by how large the class is, or how tidy the class is. The classroom is also defined as having a good atmosphere when the teacher and the students have a good relationship, so that they are engaged well into the teaching and learning process. To obtain such a situation, of course a good teacher is needed. A good teacher must be able to manage the classroom to stimulate the students' interest to study and prevent students' misbehavior. There are many aspects of managing the teaching and learning process in the classroom. The way a teacher designs the classroom, develop rules and routines, maintain relationship with students, give instructions, and respond to students' misbehavior are affecting the students' desire to learn.

When the classroom is not designed based on the students' need for an activity, it will affect their learning process and make them feel uncomfortable in

the classroom. If the teacher does not develop rules and routines properly, the students will confuse and learning process in the classroom will not run smoothly. Maintain a good relationship with the students also important for the teacher, because if the teacher does not have a good relationship with the students, they will not be able to receive any information given by the teacher. The students will also have interest in learning by receiving clear instruction from the teacher as well as teacher's respond to students' behavior.

When the students have got desire to learn, it will be easier for the teacher to deliver the lesson, so that the learning objective will be achieved effectively. Building the students' desire is not an easy job for the teacher. It needs knowledge and experiences to cope with different students in the classroom. Teachers should have the ability to manage their teaching and learning process in the classroom.

Every teacher has his or her own style and attitude inside the classroom. However, a teacher must be aware of which attitude the students expect from the teacher, so that they will feel comfortable. Harmer (1998:15) points out some issues to be considered by the teacher in managing the class. The use of teachers' physical presence and voice in classroom, organizing the room, and organizing the students are some of important things to be carried out by a good teacher. Teacher's physical presence is the way the teacher moves, how he or she stands, and how the teacher uses their characteristics to teach in the classroom. Teacher's voice is how he or she speaks and what his voice sounds like when teaching in the classroom. Organizing the room is decision about suitable seating arrangement for each activity in the classroom. When a teacher can manage the classroom well, we will see that the students mostly show good learning behavior.

Classroom management strategies are used by teacher to motivate the students in learning process. However, there are still few who records on classroom management in Indonesia. Besides we need more evidence of classroom management used by teacher during teaching and learning process. Therefore, the writer was interested to conduct a study entitled **Classroom Management Employed by the English Teacher at SMP Negeri 7 Jember.**

1.2 Research Problems

Based on the background of the study above, the problem of the research can be formulated as:

1. How does the teacher organize the physical design of the classroom?
2. How does the teacher establish rules and routines in the classroom?
3. How does the teacher develop relationship?
4. How does the teacher implement and manage engaging instruction in the classroom?
5. How does the teacher address discipline issues in the classroom?

1.3 Research Contribution

1.3.1 Empirical Contribution

This research was aimed to analyze and investigate the classroom management techniques by the English teacher of a Junior High School in Jember. The researcher used Garrett's key areas of the process of classroom management as the indicators to observe teacher's performance in the classroom. Furthermore, the result of this research in form of qualitative data hopefully can be used as a reference for other researchers who have the same interest dealing with classroom management that can be applied during teaching and learning process.

1.3.2 Practical Contribution

By reading the result of this research, later the English teacher will find her own strengths and weaknesses, so that the teacher can evaluate the classroom management that has been done by her. Thus, she will keep the good and fix the bad.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories related with the research problems. They are theoretical framework, conceptual review, and previous research review.

2.1 Theoretical Framework

2.1.1 Teaching English as a Foreign Language

Teaching English as a Foreign Language means a lot as giving the most opportunity for student to practice using English. Jarvis (2006:19) defines teaching as an intentional activity in which opportunities to learn are provided. In other words, teaching is a process of delivering information so that the students can learn the information given. Ur (1991:4) says that teaching is intended to result in personal learning for students, and it is worthless if it does not do so. It can be concluded that teaching is a certain activity done by a teacher in giving the knowledge to the students through interaction of both teacher and students. In other words, teaching is the process that facilitates learning.

In Indonesia, English is regarded as a foreign language, which means that English is not used as a dominant language in communication. Broughton *et al.* (2003:6) says that English as a foreign language is taught at school but it does not play an essential role in social life. Therefore, people in Indonesia lack of opportunities in practicing their English skill in daily life since this opportunity is only provided at school or in the classroom. It is the teachers' duty to help their students practice English.

Camenson (2007:6) says that EFL teachers need to have the qualities that any teachers do, that are intelligence, patience, and creativity. It is because they will affect the students' way of thinking about language they have learned. Moreover, Ur (1991:10) believes that the process of teaching a foreign language is a complex one, because teaching foreign language requires many components for

purposes of study such as presenting and explaining new material, providing practice, and testing. Thus, teaching a foreign language is not an easy task. Teachers must have good teaching skills to make the students' learning process successful.

Marzano (in Kyriacou, 2007:10) states that there are three sets of key skills of teaching; they are (1) instructional strategies, (2) classroom management, and (3) classroom curriculum design. Meanwhile, Stronge *et al.* (2004:2) mention that one of qualities of effective teacher is classroom management and organization. It can be seen that one of the important elements to create effective teaching skills is classroom management. Teachers must be able to carry out their classroom management skill in teaching and learning process in the classroom.

2.1.2 Classroom Management

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place. It is used to prevent behavior problems on the classroom. Doyle (1986) in Kunter *et al.* (2007:1) say that classroom management is generally conceived to entail all actions taken by the teacher to ensure order and effective time use during lesson. It means that classroom management is an action or strategies that a teacher uses to control the class and order. Therefore, a teacher required to use their time in the classroom as productively as possible to create a high quality of learning experience.

Just focusing on how to make students stop misbehaving is not always effective. Brophy and Evertson (in Cruickshank, 2009:393) say that teachers who ignore instructional preparation and just focus on controlling the classroom are more likely to have control problems. They tend to try too hard to control the class and teach too little. Whereas, the teacher also needs to be well-prepared to classroom activities, not only busy disciplining the students.

Ming-tak *et al.* (2008:4) state that classroom management is actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted, and effective learning is facilitated. Conducting

classroom management helps teacher foster student's involvement in learning activities and sets up an effective learning environment. Cruickshank *et al.* (2009:394) define classroom management as the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur. Therefore, classroom management is a teaching technique used to maintain a good classroom environment and learning achievement. According to Tan *et al.* (2003), classroom management is the term we will use to highlight all of those positive behaviors and decisions a teacher makes to facilitate the learning process of their students. Therefore, classroom management becomes a primary concern for teachers in the classroom.

Based on the explanation above the aim of classroom management is to help teacher in controlling and ordering the class during the teaching process. The explanation above is related to Brophy (1996:5) who says that classroom management as actions is taken to create and maintain a conducive learning environment to achieve successful instruction, arrange the physical environment of the classroom, establish rules and procedures, maintain attention to lessons and engagement in academic activities.

Classroom management is very important in the process of teaching and learning activities in the classroom. Marzano *et al.* (2003:1) believe that effective teaching and learning cannot take place in a poorly managed classroom. This means that when a classroom is well-managed, students will achieve better result of their learning process. As stated in Walter & Frei (2007:12), in the book of Harry and Rosemary Wong entitled *The First Day of School* (1998), student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of classroom procedures in the very first week of the school year.

2.1.3 The Principles of Classroom Management

To create a conducive classroom by applying classroom management, teacher should know what to do to make his classroom management performing well. Brown (2000:192) mentions some essential factors of conducting classroom

management that a language teacher should understand to sharpen the skills as a language teacher. They are as follows:

2.1.3.1 The Physical Environment of Classroom

Brown (2000:192) says that the most important thing in managing classroom is the classroom itself. He mentioned some categories that should be considered in conducting classroom management, they are:(1) teacher should consider about what the students see, hear, and feel because they are likely affected by those things when entering the classroom; (2) a good seating arrangement, furniture, and equipment also become the things that a teacher must concerned during the implementation of classroom management.

2.1.3.2 Teacher's Voice and Body Language

A good teaching is the one with good voice projection. In the classroom, all students must be able to hear what their teacher is saying, so that they understand what they are going to do. Therefore, a teacher must have a clear voice as well as clear articulation. Teacher can also use nonverbal language in delivering instruction to students, such as body language and eye contact. Brown (2000:195) says that nonverbal messages are powerful to draw students' attention.

2.1.3.3 Tackling with Unplanned Teaching

Sometimes when teacher has done his job according to planned teaching before, there are always circumstances where the teacher must change the lesson activity because something unexpected happens. For example, when the students suddenly have lack of motivation to learn in the classroom, so most of them will get bored and are not listening to the teacher. In this case, teacher must be able to think quickly to change the activities that encourage students' motivation.

2.1.3.4 Teaching under Adverse Circumstances

A language class cannot be too large because students need more opportunity to participate and to get individual attention (Brown, 2000:196).

However, especially in Indonesia, most of language classes have large number of students. Thus, the problems will occur. This situation is what Brown (2000) calls adverse circumstances. Another problem is when a teacher must teach in a class which has different proficiency level students. According to Brown (2000:197), in this case, teachers are faced with the problem of keeping the higher-level students challenged but not making lower-level students left behind, and at the same time keeping the middle group well-paced towards their goals. This is not an easy task for the teacher to cope with such circumstances.

2.1.3.5 Teacher's Roles and Styles

A teacher has so many roles in the classroom. He must be able to be a leader, knower, director, manager, counselor, guide, and even as friend, confidante, and parent. Brown (2000:200) mentions two rules for teacher to grow comfort and confident in playing those multiple roles. First, teacher must know all about himself, his limitations, his strengths, his likes and dislikes, and accept that different people will see him differently. Having this attitude, teacher will be more confident in teaching the students in the classroom. Then, teacher needs to be careful in developing relationship with students and know the limit. For example, teacher sometimes become a sympathetic friend to some students, but do not pay attention to other students. This will lead a social jealousy between the students.

Based on the explanation above, it can be said that those principles are essential for this research. It presents us concepts or ideas to do a better classroom management. So, the researcher will observe the classroom management based on the principles of classroom management.

2.2 Conceptual Review

2.2.1 The Components of the Process of Classroom Management

Every teacher has their own characteristics in managing their classroom. According to Garrett (2014:3), there are five key areas of the process of classroom management that help teachers create and maintain conducive learning environment in the classroom, they are: (1) Physical design of the classroom; (2)

rules and routines; (3) relationships; (4) engaging and motivating instruction; and (5) discipline. The detail information is as follows:

2.2.1.1 Organizing the Physical Design

Physical design lies in how the classroom is laid out, where the students' desk are, where the teacher's desk is, where the learning centers and materials are located, where heavily used items are, etc. (Garrett, 2014:4). Teachers must consider this aspect to make sure that the students feel comfortable in the classroom during the lesson without any distractions. As stated in Cummings (2000:42), teachers need to create an environment that have little distractions, lowers the level of concern, and provides interesting work for the students. A good classroom environment will create good behavior of the students during the teaching and learning process.

- Arranging the desks

In arranging the desks or seating arrangements of the class, the teacher must consider the appropriate design for each activity. Therefore, the seating arrangement can be changed according to the lesson activities. Scrivener (2005:87) assumes that changing seating arrangements can help students interact with different people, change the focus from the teacher when appropriate and create different situation within the classroom, and also adding variety rather than sitting in the same place every time. Cummings (2000:39) says that the use of space and classroom arrangement has direct effect on time on task. The seating pattern should maximize the focus on task as well as minimize transition time between activities. Joyce *et al.* (in Wright, 2005:317) states that there are two main reasons for changing the classroom layout and seating arrangement. Pedagogically, it helps the students to interact each other, for instance in term of language practice. It also helps to maintain better relationship between students so that they will get social learning.

- Arranging Furniture, Equipment, Supplies, and Decor

Organizing the physical design is not only arranging the desks or seats for the students. As Kyriacou (2007:79) state that classroom appearance is one of important features of a lesson has a major influence on the classroom climate.

Partin (2009:9) believes that classroom's physical arrangement can minimize off-task behavior and invite learning. For example, a classroom setup that suitable for students' activities will avoid students to distraction that may occur. Thus, teachers must be creative in arranging the classroom by still considering the needs of the students' learning process. Garrett (2014:17) carries some principles of arranging classroom based on other experts.

First, teacher must make sure that the students have enough space to be able to focus on the lesson. Remove some unnecessary furniture sometimes is needed to create more space. Second, teachers need to place supplies, equipment, and material in proper location that the students can reach what they want easily. Third, the classroom needs to be pleasant to make students feel comfortable, for example is the use of decorative stuff. Without any decoration, the classroom is not portraying a community where students learn together. Next, matching the physical layout of the classroom to preferred instructional activities and purposes will help create variety of the classroom. For example, if the teacher wants the students to work in groups, he or she should arrange the classroom so that they can comfortably work in group. Fifth, involving the students to share their ideas about their surrounding will help the teacher designs a classroom environment that suitable for the students' needs. Give the students an opportunity to make their decision to arrange the classroom then discuss it with their teacher will help them to feel that they have contributions in the classroom.

2.2.1.2 Establishing Rules and Routines

The next important component for classroom management is establishing rules and routines. Marzano (2003:13) says that rules and routines are one of the most important aspects of classroom management. Emmer *et al.* (in Garrett, 2014:29) indicates that both elements are vital aspects of a teacher's classroom management plan. Garrett (2014:29) states that the teachers classified as effective classroom managers had clear rules for general conduct and procedures or routines for carrying out specific tasks. It can be concluded that rules and routines are important aspects in managing the classroom to create safe and orderly

environment. Rules and routines are different, and some teachers do not understand the difference because both rules and routines are expectation about behavior. The difference is that rules are about overall conduct, while routines are more specific to certain tasks (Garrett, 2014:29).

Pupil misbehavior will occur from time to time, even in the lesson of the most skillful teachers (Kyriacou, 2007:83). Funes *et al.* (2002:38) state that having clear rules and expectations will help teacher to maintain a well-disciplined and highly motivated class. Partin (2009:30) says that a necessary (though not sufficient) first step in establishing standards of acceptable behavior in a classroom is to set some norms or rules of conduct. Thus, creating classroom rules is a very important aspect to make a classroom conducive for students because it helps teacher to control students' misbehavior.

It is important to create a comfortable environment in the classroom during the lesson. Cummings (2000:19) says that students find comfort and security in traditions and routines. So that it will make the students behave well. In order to identify desirable behaviors, clear rules and regulations as well as stable routines need to be communicated, established and maintained. (Kunter, et al., 2007:495). By establishing routines, the students will know how to carry out common tasks in efficient and orderly manner.

2.2.1.3 Developing Relationship

When a teacher has a good relationship with his students, it will be easier for the students to accept and follow the rules, procedures, and all disciplinary action from the teacher. Pollard and Tan (in Wright, 2005:151) believe that the role of good teacher-student and student-student relationship create good classroom climate. Marzano (2003:91) says that an effective relationship may be the keystone that allows the other aspects to work well. In line with this, Garrett (2014:45) says that a research consistently affirms that students who think their teachers to be caring and respectful are more likely to cooperate, adhere to classroom and routines, and engage in academic activities. The relationship among teacher and students is an important component to create good classroom

atmosphere and maintain students' good behavior. There are three types of classroom relationship according to Garrett (2014:45), they are teacher-student relationship, relationship among students, and teacher-parent relationship.

Learning some details about each student will help teacher to know his students as people, not just student. By knowing students' personal life, teacher also gains more information that can be used as examples in learning process, such as including their hobbies or favorite football team in a sentence.

Meanwhile, relationship among students in the classroom has significant effect on classroom management. When students in one class have good relationship, problems are less likely to arise, because students will have a good communication and the process of learning will be easier. Besides, good classroom managers must have good listening skills, kindness, consideration, empathy, enthusiasm, and an understanding of parent-child relationships. When a teacher has a good relationship with students' parents, it will be easier to contact them if their child is involved in a certain problems.

2.2.1.4 Implementing and Managing Engaging Instruction

Provide an engaging instruction is one of the important components in classroom management. It is clear that engaging and motivating instruction will create an effective classroom management. According to Marzano (2003:78), effective teachers use more effective instructional strategies. In other words, it is important for the teacher to make clear instruction so the students can engage well in learning process. In line with this statement, Emmer (1981:32) says that teacher must be clear while presenting an information and giving directions to the students. Scrivener (2005:90) says that sometimes teachers do not realize that they use complex instructions. As a result, a simple activity will be difficult for the students not because they cannot do it, but because they do not understand what to do. Another consequence is that when students cannot do their task they may feel bored and create disruptive behavior. It can be concluded that by using effective instruction, teacher can eliminate students' behavior problems. Garrett (2014:63)

proposes some managerial tasks in order to create an engaging and motivating lesson. They are as follows:

- *Before a Lesson*

Before the lesson, teachers must have plans and find appropriate space that accommodate the lesson or activity, providing variety of materials can develop successful lesson, consider the number of students participating in a lesson, and be flexible to count for the changing number of students in the classroom and consider for how to help the students who were absent to learn the material.

- *During a Lesson*

Providing relevant content of the lesson will help students in learning the material. The students also need to understand what they have to do during the lesson. This can be the most challenging aspects for the teacher to provide clear directions. Next, teachers must have plan for transition. Transition means a change in activity. Teacher should plan for different kind of changes and give the students clear instruction.

To make students stay engaged in the lesson, teacher needs to monitor the class by walking around the classroom and checking all students. Observing students is important to see how they are doing, whether they are on task and if they are achieving learning goals. It would be nice if teacher have a plan for what to do when there is a student cannot join the lesson and extremely disruptive.

- *After a Lesson*

Students will need helpful feedback about their progress. Teacher can develop a system to collect, assess, and record student work. The process of collecting and assessing students' work may be varying from other teachers. The most effective strategy that can be used to improve teaching is reflecting on a lesson after implementing it in the classroom. Teacher must be able to know how the lesson runs so the quality of every lesson is improved.

2.2.1.5 Addressing Discipline Issues

The final component of effective classroom management is discipline. Garrett (2014:77) defines discipline as both preventing and responding to

behavior problems. She also added that the four component that have been discussed before, they are organizing the physical design, establishing rules and routines, developing relationship, and implementing and managing instruction, are all designed to prevent misbehavior.

- *Preventing Discipline Problems*

Based on the study carried out by Jacob Kounin (1970), effective and ineffective classroom managers did not differ in the way they respond to misbehavior. The difference is in the strategies they used to prevent misbehavior (in Garrett, 2014:77). He discovered that effective classroom managers prevent misbehavior by four key behaviors: withitness, overlapping, signal continuity and momentum, and variety of challenge within lesson.

Withitness refers to the ability to constantly monitor student behavior. Teachers who have this behavior are able to know what happens in the classroom and show this awareness to the class to prevent students to indicate any misbehavior. Overlapping means the ability to do multiple things at a time. This behavior is needed when teachers are interrupted during the day and must keep the lesson run well. Signal continuity and momentum strategy means ability to teach well-prepared and well-paced lessons so that students' attention focused on the lesson and provide continuous academic signal so that the students do not have time to respond to other distractions. Teachers can maintain this ability if they are well prepared and be organized before the day begins. Last, effective classroom managers will provide varying and challenging assignments that make the students actively engaged to the lesson so that they have no time to misbehave.

- *Responding to Behavior Problems*

Students will still misbehave although a teacher is considered as the best classroom managers. Behavior problems in the classroom cannot be stopped at all. These behaviors can be classified into minor misbehavior and more serious misbehavior. Each teacher and school have its own classification of which they consider minor misbehavior and which one is considered as more serious misbehavior. Generally, minor misbehavior includes calling out, daydreaming, and talking to a classmate during class discussion. Meanwhile, examples of more

serious misbehavior are fighting, bullying, and disrespecting the teacher or other students (Garrett, 2014:81).

2.3 The Previous Research Review

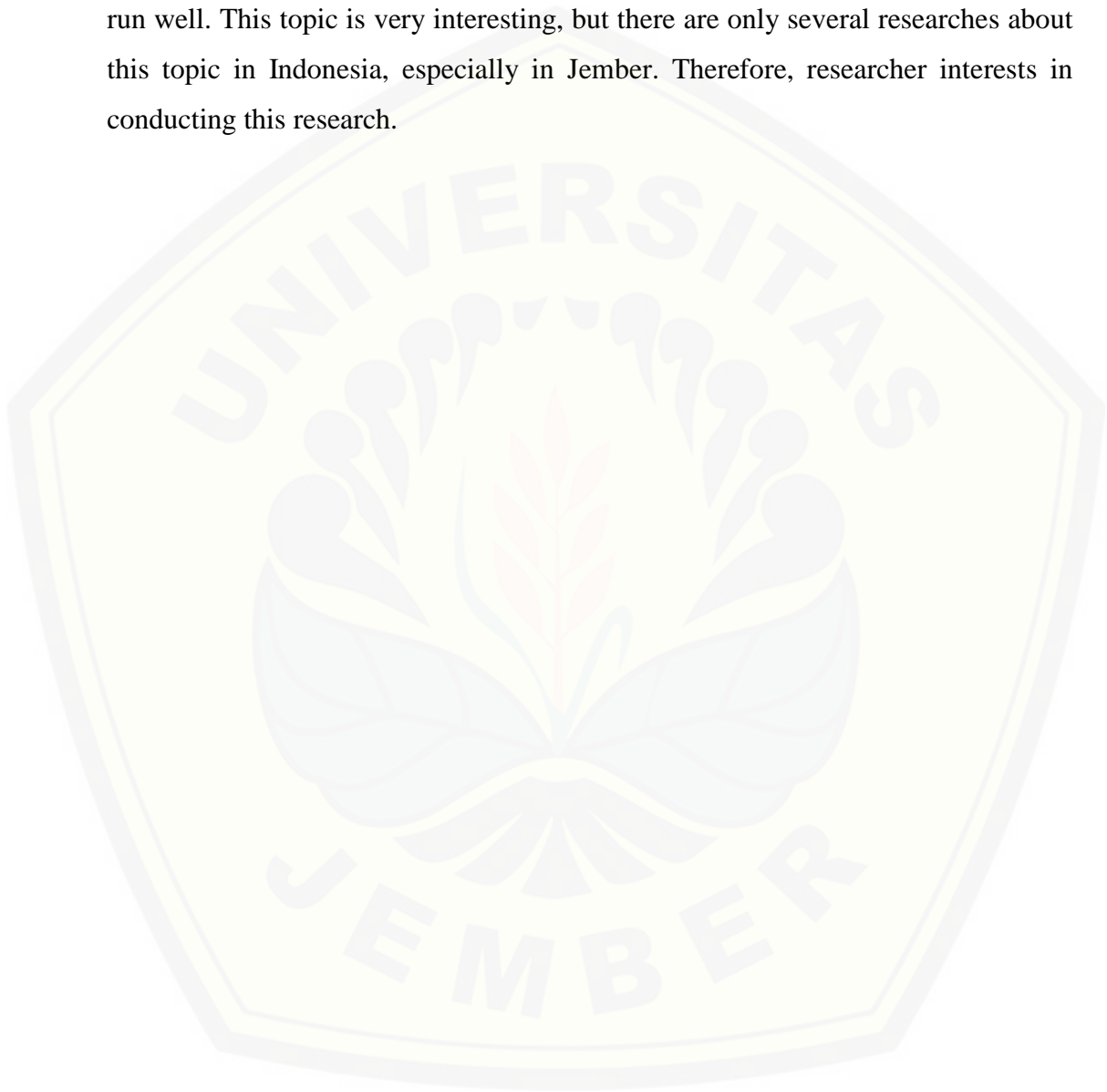
There are several previous studies on classroom management technique conducted in different context. A research about classroom management entitled “Primary School Teacher’s Perception of Classroom Management and It’s Influence on Pupil Activity” was conducted by G.O. Oyinloye in 2010. This research found out that teachers in this study showed good classroom organization and made the environment comfortable for the pupil so that learning can take place. Moreover, the teacher believed that well-organized environment and well-managed classroom would increase teaching and learning outcome. In this research, the researcher only focused on teacher’s activity in the classroom to observe on how the teacher conducts classroom management. The researcher did not look at teacher’s perception like what Oyinloye did.

Another study about classroom management was conducted by Yasar in 2008 entitled “Classroom Management Approaches of Primary School Teachers”. This study found that most of teachers’ classroom management approaches in this study were consistent with the new way of instruction. Student-centered management approach was implemented much more. In this study, the researcher would not observe what approach that the teacher used to conduct classroom management because the researcher used Garrett (2014)’s theory of classroom management.

A descriptive research about classroom management in Indonesia was conducted by Selan in 2013. The research entitled “A Descriptive Study on Classroom Management Applied by ELT Teacher at SD Inpres RSS Oesapa” found that the ELT teacher of SD Inpres RSS Oesapa Kupang mostly understand well about classroom management and how to apply classroom management to make the students enjoy the process of teaching. This research observed a junior high school teacher while Selan observed an elementary school teacher. The

process of conducting classroom management will be different between Selan's studies with this study.

Based on those previous studies, it can be concluded that the ability of classroom management from the teacher is an important thing to make the class run well. This topic is very interesting, but there are only several researches about this topic in Indonesia, especially in Jember. Therefore, researcher interests in conducting this research.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description about the research method employed in this research. It covers the research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

This research was focused on description of the English teacher's classroom management in teaching English as a Foreign Language, which is considered as qualitative research. Gay *et al* (2011:7) state that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. In other words, qualitative research aims to investigate or examine a certain situation by gathering no numerical data. This research is considered as qualitative research because it describes or explains about the classroom management done by English teacher in the classroom. Creswell (2009:175) states that the major characteristic of qualitative research is gathering information by talking directly to people and seeing them behave and act within their context.

In this research, the qualitative research was in the form of case study. According to Lodico *et al* (2010:156), case study research is a form of qualitative research that endeavors to discover meaning, to investigate process, and to gain insight into and in-depth understanding of individual, group, or situation. Meanwhile, Cohen and Manion (in Bassey, 1999:24) say that the case study researcher typically observes the characteristics of an individual unit to analyze intensively the multifarious phenomena of the unit with a view to establishing generalization about the wider population to which that unit belongs. In other words, descriptive qualitative research is a research which observes and analyzes intensively the characteristics of individual, group, technique, or situation to acknowledge more understanding about the subject researched. In this research,

the researcher intended to describe the classroom management done by the English teacher in teaching English as a foreign language covering organizing the physical design, establishing rules and routines, developing relationship, implementing engaging instruction, and addressing discipline.

There are nine steps in this research:

1. Determining the research topic or focus
2. Determining the research subject
3. Determining data resources
4. Constructing the research instruments
5. Recording the teacher's teaching process by using video recorder
6. Collecting data by doing the interview and observing the recording.
7. Analyzing the collected data by using thematic analysis
8. Drawing a conclusion of the research result to answer the research problem.

3.2 Research Context

This research was conducted at SMP Negeri 7 Jember, one of junior high school in Jember. The researcher chose the school because there has not been any researcher yet who investigates the problems of this research in SMP Negeri 7 Jember. The teacher also agreed to be observed as the research subject for this research.

3.3 Research Participant

The participant of this research was the grade IX English teacher of SMPN 7 Jember in the 2018/2019 academic year. In this research, the subject is determined purposively. The researcher chose a female English teacher of grade IX as a research subject because she was available and was willing to become the subject of this research.

3.4 Data Collection Method

In this research, the researcher used research observation and interview to collect the data. Lodico *et al* (2010:15) stated that the case study researchers often use interview, observation, documents, and artifacts as their primary tool to collect data.

3.4.1 Observation

Structured observation is used to collect data in this research because it will be easier for the observer to collect the data. Cohen *et al* (2000:306) says that a structured observation is very systematic and enables the researcher to generate numerical data from the observations. In the other hand, Blaxter *et al.* (2010:178) say that in structured observation, classroom events may either be recorded by mechanical means such as film, audiotape, or videotape, subsequently coded, or the observer can record or code the events simultaneously while doing the presentation in the classroom.

In this research, observation is done to get data about the classroom management done by the English teacher in teaching English as a foreign language. The researcher will record the teaching process by using video. Then, the researcher will use the observation checklist to observe the classroom management done by the teacher from the recording. This kind of observation will help the researcher in observing the classroom management because the recording can be played over and over again to make sure that all indicators have been observed. The researcher has a role as observer and scorer at the same time.

There are five components of effective classroom management that are observed in this study, they are: (1) organizing the physical design; (2) establishing rules and routines; (3) developing relationship; (4) implementing and managing engaging instruction; and (5) addressing discipline issues.

3.4.2 Interview

The researcher also uses interview in collecting the data. According to Arikunto (2010:198), interview is a dialouge that is carried out by an interviewer

with an interviewee. McMillan (2016:190) states that interview is a form of data collection in which questions are asked orally and the subject's responses are recorded. He divides interview into three categories, they are structured interview, semi structured interview, and unstructured interview.

The researcher chooses semi structured interview to be applied in this study. This interview method is flexible. It provides key questions to be interviewed but the interviewer can add other questions during the process of interview. Arikunto (2010:270) mentions that semi structured interview is an interview which is done by bringing a guide or a set of questions that functions as the main line about things that are going to be interviewed. In this research, the interview is conducted once. The interviewer uses Indonesian language to avoid misunderstanding between the teacher and the researcher.

3.5 Data Analysis Method

Thematic analysis was used to analyze the data from the observation and interview. According to Maguire *et al* (2017:3352), thematic analysis is the process of identifying patterns or themes within qualitative data. Alhojailan (2012:40) said that thematic analysis allows the researcher to associate an analysis of the frequency of a theme with one of the whole content. In other words, thematic analysis is used to identify patterns of a dataset that provide the answer to the research question.

Braun and Clarke (2006) in Maguire *et al* (2017:3354) provide a six phase guide for conducting thematic analysis: (1) become familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define themes; (6) write-up. In this research, the researcher will use theoretical thematic analysis that is driven by the specific research questions and/or analyst focus. Therefore, the researcher will use five components of the process of classroom management according to Garrett (2014:3) as categories for this research, they are: organizing physical design, establishing rules and routines, developing relationship, Implementing and managing engaging instruction, addressing discipline issues.

The researcher used observation checklist in order to make it easier for the researcher to classify certain activities into themes. Below is the detail of each category, theme, and activity for this research.

Table 3.1 The list of categories, themes, and activities to research observation

Category	Themes	Activities	
Organizing physical design	Seating arrangement during the lesson	The teacher can easily move around the classroom	
		The teacher can see and interact with all of the students in the class	
		The students can move freely during lesson activities	
		The students interact each other easily	
	Classroom physical environment	The classroom have pleasant decoration	
		The students have enough space to put their belongings	
Establishing rules and routines	Rules	The teacher develops 4 to 6 rules in the classroom	
		The teacher explains and demonstrates the rules	
	Routines	The teacher signals the students when begin transition	
		The teacher gives direction about what students are to do	
	Developing relationship	Communication between teacher and students	The teacher shares certain personal information to engage with students
			The teacher greets the students before and after the lesson
The teacher is available to talk about students' personal problems			
The teacher knows each students' name			
Communication among students		Students help each other during lesson activities	
		Students motivates each other during lesson activities	
		Students respect others during the lesson activities	
Communication between teacher and parents		The teacher contacts parents if their kid is having serious problem in the classroom	
		The teacher reports the students' progress with parents	

Implementing and managing engaging instruction	Teacher's planning before a lesson	The teacher plans appropriate space before the lesson
		The teacher plans students' activities
	Teacher's instruction during the lesson activities	The teacher provides relevant contents for the students' learning material
		The teacher gives clear instruction to the students during the lesson activities
		The teacher plans for different kind of changes during lesson activities
		The teacher monitor the class and observe students' activities during lesson
		The teacher collects and assess students' work after the lesson
Addressing discipline issues	Teacher preventing discipline problems	The teacher constantly monitor student behavior and communicate this awareness to the students
		The teacher can monitor more than one activity in the classroom/ability to do multiple things at a time
		The teacher performs well-prepared and well-paced lesson (make the students focus on the lesson)
	Teacher responding to behavior problems	The teacher moves closer to the misbehaving students
		The teacher uses facial expression and or gestures to communicate to misbehaving students
		The teacher warns the students in a soft rather than a loud voice
		The teacher directly reminds students that they are breaking the rules

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions for the teacher and the future researchers who are willing to conduct this kind of research.

5.1 Conclusions

Based on the data collected from the observation, interview, and field notes, it can be concluded that the classroom management is an important skill that a teacher must have. By conducting a good and well-prepared classroom management, the teaching and learning process in the classroom will run smoothly and students' achievement will show a better result.

The teacher as a subject of this research considered as a good classroom manager because she performed most of the components of classroom management proposed by Garrett (2014). It also can be seen that the classes were well-managed through the students' participation in the classroom and minimum serious behavior performed by the students during the teaching and learning process.

5.2 Suggestions

Considering the results of classroom management employed by the teacher, fundamental suggestions were addressed to the following stakeholders.

1. The School Principles

It can be seen at the result of the research that the teacher has no authority to interact with students' parents because of school regulations. Besides, it is important to the teacher to build relationship with students' parents to gain the students' achievement in the classroom. Consider this situation; it is better for the

principles to reconstruct the regulation so that the teacher can directly contact students' parents to discuss about their children's progress in the lesson.

2. The English Teacher

Although the English teacher performed very well in managing the classroom, she still has some lacks at some points of components of classroom management. It can be seen at the result of the research that the teacher still needs to improve her ability to monitor more than one activity in the classroom. The teacher also need to gives students information about the unusual situation happen in the classroom. The researcher suggests this because the teacher was not giving the students information that there will be a researcher who will observe their class, so the students seem confused when the researcher entered the room.

3. The Future Researcher

This research is only focused on the classroom management employed by the teacher in the classroom. It does not look from the students' side at all. So, the future researcher who is interested in conducting this kind of research should consider looking at student's expectation to the classroom management done by their English teacher. This will result a better and deeper insight on the process of classroom management.

REFERENCES

- Alhojailan, Mohammed Ibrahim. (2012). "Thematic Analysis: A Critical Review of Its Process and Evaluation". *West East Journal of Social Sciences*: 39-47.
- Ali, Mohammad. (1998). *Strategi Penelitian Pendidikan* [Educational Research Strategy]. Bandung: Angkasa
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik* [Research Procedure: A Practical Approach]. Jakarta: Rineka Cipta.
- Bassegy, Michael. (1999). *Case Study Research in Educational Settings*. Philadelphia: Open University Press
- Blaxter, Loraine. - Christina Hughes. - Malcolm Tight. (2010). *How to Research* (4th Edition). Two Penn Plaza, NY: McGraw-Hill
- Brophy, Jere. - Stefinee Pinnegar. (2006). *Learning from Research on Teaching: Perspective, Methodology, and Representation*. Oxford: Elsevier Ltd.
- Brophy, Jere. (1996). *Teaching Problem Students*. New York: The Guilford Press
- Broughton, Geoffrey. - Christopher Brumfit. - Roger Flavell. - Peter Hill. - Anita Pincas. (2003). *Teaching English as a Foreign Language* (2nd Edition). New York: Routledge
- Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). San Francisco: Longman
- Camenson, Blythe. (2007). *Opportunities in Teaching English to Speakers of Other Languages*. New York: McGraw-Hill
- Cohen, Louis. - Lawrence Manion. - Keith Morrison. (2000). *Research Methods in Education* (5th Edition). New York. RoutledgeFalmer
- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. Thousand Oaks, California: SAGE Publications, Inc.
- Cruickshank, Donald R. – Deborah Bainer Jenkins. – Kim K. Metcalf. (2009). *The Act of Teaching* (5th Edition). New York: McGraw-Hill

- Cummings, Carol. (2000). *Winning Strategies for Classroom Management*. Alexandria: ASDC
- Emmer, Edmund T. (1981). *The Classroom Management Improvement Study: An Experiment in Elementary School Classroom*. Texas University, Austin: ERIC
- Frost, Shelley. (2014). "Why Classroom Management Is Important", *E-How Articles* (http://www.ehow.com/about_5378723_classroom-management-important.html) (date of access: 25 Aug. 2015)
- Funes, Ruiz. - Marcela T. (2002). *On Teaching Foreign Languages: Linking Theory to Practice*. London: Greenwood Publishing Group
- Garret, Tracey. (2014). *Effective Classroom Management: The Essential*. Amsterdam Avenue, NY: Teachers College Press
- Gay, Lorraine R. - Geoffrey E. Mills. - Peter W. Airasian. (2011). *Educational Research: Competencies for Analysis and Applications* (10th Edition). USA: Pearson Education, Inc.
- Harmer, Jeremy. (1998). *How to Teach English*. Edinburgh Gate: Longman
- Jarvis, Peter. (2006). *The Theory and Practice of Teaching* (2nd Edition). New York: Routledge
- Kunter, Mareike. - Jurgen Baumert. - Olaf Koller. (2007). "Effective Classroom Management and the Development of Subject-Related Interest". *Learning and Instruction* 17: 494-509.
- Kyriacou, Chris. (2007). *Essential Teaching Skills* (3rd Edition). Cheltenham: Nelson Thornes Ltd.
- Lodico, Marguerite G. - Dean T. Spaulding. - Katherine H. Voegtle. (2010). *Methods in Educational Research: From Theory to Practice* (2nd Edition). San Francisco: Jossey-Bass
- Maguire, Moira. – Brid Delahunt. (2017). "Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars". *All Ireland Journal of Teaching and Learning In Higher Education (AISHE-J)*: 3351-3354.
- Marzano, Robert J. – Jana S. Marzano. – Debra J. Pickering. (2003). *Classroom Management that Works*. Alexandria, Virginia: ASDC

- McMillan, James H. (2016). *Fundamentals of Educational Research* (7th Edition). New York: Pearson Education, Inc.
- Ming-tak, H. - L. Wai-shing. (2008). *Classroom Management: Creating a Positive Learning Environment*. Hongkong: Hongkong University Press
- Oyinlye, G.O. (2010). "Primary School Teachers' Perception of Classroom Management and Its Influence on Pupil Activities". *European Journal of Educational Studies* 2,3: 305-312.
- Partin, Ronald L. (2009). *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques, and Reproducibles for New and Experienced Teachers* (3rd Edition). San Francisco: Jossey-Bass
- Scrivener, Jim. (2005). *Learning Teaching*. Oxford: Macmillan Education
- Selan, Oscar Aristan. (2013). *A Descriptive Study on Classroom Management Applied by ELT Teacher at SD Inpres RSS Oesapa*. Kupang: Artha Wacana Christian University
- Stronge, James H. - Pamela D. Tucker. - Jennifer L. Hindman. (2004). *Handbook for Qualities of Effective Teacher*. New York: ASCD
- Tan, O.S. - R.D. Parsons. - S.L. Hinson. - D. Sardo Brown. (2003). *Educational Psychology: A Practitioner-researcher Approach*. Australia: Thomson
- Ur, Penny. (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press
- Walters, Jim. - Shelly Frei. (2007). *Managing Classroom Behavior and Discipline*. Huntington Beach, CA: Shell Education
- Wikipedia. (2015). "Voice Projection", Wikipedia, the free encyclopedia (https://en.wikipedia.org/wiki/Voice_projection) (date of access: 3 Jan. 2017)
- Wright, Tony. (2005). *Classroom Management in Language Education*. New York: Palgrave Macmillan
- Yasar, Seda. (2008). *Classroom Management Approaches of Primary School Teachers*. Midde East Technical University
- Ziwira, Elliot. (2015). "Creating a Conducive Learning Environment", *The Herald* (<http://www.herald.co.zw/creating-a-conducive-learning-environment/>) (date of access: 3 Jan. 2017)

APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Recourses	Research Methodology
Classroom Management Employed by the English Teacher at SMP Negeri 7 Jember.	<ol style="list-style-type: none"> 1. How does the the teacher organize the physical design of the classroom? 2. How does the teacher establish rules and routines in the classroom? 3. How does the teacher develop relationship with the students? 4. How does the teacher implement and manage engaging instruction in the classroom? 5. How does the teacher address discipline issues in the classroom? 	The teacher conducting classroom management during the English class.	<ol style="list-style-type: none"> 1. Organizing the physical design. 2. Establishing rules and routines. 3. Developing relationships. 4. Implementing engaging instruction. 5. Addressing discipline. 	<ol style="list-style-type: none"> 1. Research Subjects: <ul style="list-style-type: none"> - The Seventh Grade English teacher of SMP Negeri 7 Jember.. 2. Informants <ul style="list-style-type: none"> - The seventh grade English teacher of SMP Negeri 7 Jember. 	<ol style="list-style-type: none"> 1. Research Design Descriptive qualitative 2. Area Determination Method: Purposive Method 3. Research Subject Determination Method: Purposive Method 4. Type of Data: Qualitative data 5. Data Collection Methods: <ul style="list-style-type: none"> - Observation - Interview - Field Notes 6. Data Analysis: <ul style="list-style-type: none"> - Thematic analysis

APPENDIX B

Observation Checklist

Meeting:

Date :

Class :

Tick (√) in the coloumn provided if teacher/students performing the activities!

Theme	Activities	√	Notes
Seating arrangement during the lesson	The teacher can easily move around the classroom		
	The teacher can see and interact with all of the students in the class		
	The students can ove freely during lesson activities		
	The students interact each other easily		
Classroom physical environment	The classroom have pleasant decoration		
	The students have enough space to put their belongings		
	The students can easily reach what they want		
Rules and routines	The teacher develops 4 to 6 rules in the classroom		
	The teacher explains and demonstrates the rules		
	The teacher signals the students when begin transition		
	The teacher gives direction about what students are to do		
Communication between teacher and students	The teacher shares certain personal information to engage with students		
	The teacher greets the students before and after the lesson		
	The teacher is available to talk about students' personal problems		
	The teacher knows each students' name		
Communication among students	Students help each other during lesson activities		
	Students motivates each other during lesson activities		

	Students respect others during the lesson activities		
Communication between teacher and parents	The teacher contacts parents if their kid is having serious problem in the classroom		
	The teacher reports the students' progress with parents		
Teacher's planning before a lesson	The teacher plans appropriate space before the lesson		
	The teacher plans students' activities		
Teacher's instruction during the lesson activities	The teacher provides relevant contents for the students' learning material		
	The teacher gives clear instruction to the students during the lesson activities		
	The teacher plans for different kind of changes during lesson activities		
	The teacher monitor the class and observe students' activities during lesson		
	The teacher collects and assess students' work after the lesson		
Teacher preventing discipline problems	The teacher constantly monitor student behavior and communicate this awareness to the students		
	The teacher can monitor more than one activity in the classroom/ability to do multiple things at a time		
	The teacher performs well-prepared and well-paced lesson (make the students focus on the lesson)		
Teacher responding to behavior problems	The teacher moves closer to the misbehaving students		
	The teacher uses facial expression and or gestures to communicate to misbehaving students		
	The teacher warns the students in a soft rather than a loud voice		
	The teacher directly reminds students that they are breaking the rules		

APPENDIX C

Interview Result

Questions	Answers
<p>1. Do you apply rules during teaching and learning English in your classroom?</p> <p><i>Apakah Anda menerapkan aturan selama pelajaran Bahasa Inggris di kelas Anda?</i></p>	<p>Yes, I apply some certain rules in my classroom.</p> <p><i>Ya, saya menerapkan beberapa aturan khusus di kelas saya.</i></p>
<p>2. How many rules do you apply in the classroom during the lesson?</p> <p><i>Berapa aturan yang Anda terapkan di dalam kelas selama pelajaran berlangsung?</i></p>	<p>About 4, I think, such as they have to raise their hand before answer, separate book between assignment and notes, greeting, not make any noises when discuss with friends.</p> <p><i>Kira-kira 4 ya, seperti angkat tangan sebelum menjawab, ada buku terpisah antara tugas dan catatan, salam, tidak gaduh saat berdiskusi dengan teman.</i></p>
<p>3. Do you explain the rules to the students? How?</p> <p><i>Apakah Anda menjelaskan aturan tersebut pada siswa? Bagaimana Anda menjelaskannya?</i></p>	<p>Yes, I usually explain these rules at the beginning of semester.</p> <p><i>Ya, biasanya saya komunikasikan aturan-aturan ini di awal semester.</i></p>
<p>4. Do you plan students' activities before beginning the lesson?</p> <p><i>Apakah Anda merencanakan aktifitas siswa sebelum memulai pelajaran?</i></p>	<p>Yes, I always have planning for the students' activities before the lesson. I use my RPP as guide.</p> <p><i>Ya, saya selalu punya rencana untuk aktifitas siswa sebelum pelajaran dimulai. Biasanya saya pakai RPP untuk patokan.</i></p>
<p>5. When you have already planned for the students' activities and it needs more space rather than the classroom, what will you do?</p>	<p>The classrooms in this school have big enough room, so I rarely need more space. But, if I need more space to do activities like games, I</p>

<p><i>Ketika Anda sudah memiliki rencana untuk aktifitas siswa kemudian Anda membutuhkan ruangan yang lebih besar dari ruang kelas itu, apa yang akan Anda lakukan?</i></p>	<p>will bring the students outside the classroom.</p> <p><i>Ruangan kelas di sekolah ini sudah cukup besar untuk aktifitas siswa, jadi saya jarang membutuhkan ruangan yang lebih luas. Tapi, jika saya membutuhkannya untuk aktifitas seperti games, saya akan bawa siswa ke luar kelas.</i></p>
<p>6. Have you ever share about you and your students' personal life?</p> <p><i>Pernahkan Anda saling berbagi cerita tentang kehidupan pribadi Anda dan para siswa?</i></p>	<p>No, I never talk about my personal life with the students, because I don't feel comfortable about that. And for the students, maybe they talk about their personal problems with counseling teacher.</p> <p><i>Tidak, saya tidak pernah berbagi cerita tentang kehidupan pribadi saya karena saya merasa tidak nyaman dengan hal itu. Dan untuk siswa, mungkin mereka akan membicarakan masalah mereka dengan guru BP.</i></p>
<p>7. Are you constantly contact students' parents when they have any problem in the classroom and report the students' progress in the classroom?</p> <p><i>Apakah Anda sering mengontak oragtua siswa ketika mereka ada masalah di kelas dan melaporkan perkembangan siswa di kelas?</i></p>	<p>The school regulations do not allow me to directly contact the students' parents. If there is a problem in my classroom, I will report this to homeroom teacher or counseling teacher. Later on, they will contact students' parents if its needed.</p> <p><i>Peraturan sekolah tidak memperbolehkan saya untuk langsung menghuungi orangtua siswa. Jika ada masalah di kelas saya, saya akan melaporkan hal itu ke wali kelas atau guru BP. Setelah itu beliau yang akan menghubungi orangtua siswa jika diperlukan.</i></p>

APPENDIX D

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah	:
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 2
Standar Kompetensi	: 11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 11.4 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
Jenis teks	: <i>report/narrative</i>
Tema	: <i>Earth Mysteries</i> dan <i>Back to London</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memilih jawaban yang tepat berdasarkan bacaan
- b. Menjawab pertanyaan
- c. Melegkapi kalimat sesuai informasi yang terdapat dalam bacaan
- d. Berdiskusi tentang berbagai informasi daam suatu bacaan

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (*Trustworthines*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)
 - Berani (*courage*)

2. Materi Pembelajaran

- Tanya jawab berbagai hal terkait tema/topik bacaan
- Mendengarkan teks *report* yang dibacakan guru/teman
- Menirukan teks yang dibaca guru/ teman
- Membaca nyaring dengan ucapan dan intonasi yang benar
- Menjawab berbagai pertanyaan tentang isi bacaan

3. Metode Pembelajaran:

1. Teks tertulis *narrative/report* terkait tema tertentu
2. Spelling, stress, Intonation

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Memilih jawaban yang tepat berdasarkan bacaan
- ☞ Menjawab pertanyaan
- ☞ Melegkapi kalimat sesuai informasi yang terdapat dalam bacaan
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

5. Sumber belajar

- a. Buku teks yang relevan: Kaset/CD .
- b. Workbook Kaset/CD .
- c. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1.Membaca nyaring dan bermakna teks monolog berbentuk ; <i>narrative/Report</i>	Tes lisan	<i>Membaca nyaring</i>	<i>Read the text loudly</i>
2.Mengidentifikasi berbagai informasi dalam teks monolog	Tes lisan	<i>Uraian singkat</i>	<i>Give short answers !</i>

- a. Pedoman Penilaian\
 - 1. Untuk tiap nomor, tiap jawaban benar skor 1
 - 2. Jumlah skor maksimal x 10 = 10
 - 3. Nilai maksimal = 10
 - 4. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

.....,20.....
Guru Mapel Bahasa Inggris,

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK :

(.....)
NIP /NIK :