

**AN ANALYSIS OF CLASSROOM MANAGEMENT IN ENGLISH
TEACHING LEARNING PROCESS AT SMPN 19 SELUMA IN
ACADEMIC YEAR 2019/2020**

THESIS

Submitted as Partial Requirements for the degree of Sarjana
in English Education Department of IAIN Bengkulu



By :

**GADING SUSWANTO
SRN : 1516230050**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE ISLAMIC INSTITUTE OF BENGKULU
2020**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736) 51172
Bengkulu

ADVISORS SHEET

Subject : Gading Suswanto

NIM : 1516230050

To: The Dean of Tarbiyah and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors,

we state that the thesis of:

Name : Gading Suswanto

NIM : 1516230050

Title : An Analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic Year 2019/2020

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, August 2020

First Advisor,

Second Advisor,

Dr.H.Ali Akbarjono, M.Pd

Deti Lismayanti, M.Hum

NIP. 19750925 2001121004

NIP. 19771222 2009012006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

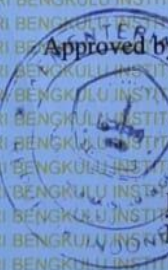
This is certify the *Sarjana* thesis entitled *"An Analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Selama in Academic Year 2019/2020"* by *Gading Suswanto* has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Ahmad Suradi, M.Ag.
 NIP.197601192007011018

Secretary
Reko Serasi, M.A.
 NIP.198711092018011002

Examiner I
Dr. H. Ali Akbarjono M.Pd.
 NIP.197509252001121004

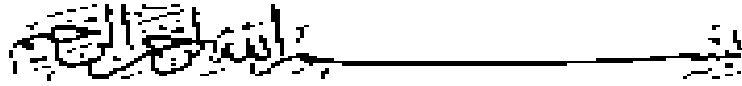
Examiner II
Endang Haryanto, M.Pd.
 NIDN.20004058601



Bengkulu, Januari 2020
 Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd.
 NIP.196903081996031005

MOTTO



ALHAMDULILLAHIRABBILALAMIN

يُسْرًا أَلْتَمَعَانِ

Whoever is sincere, really sincerity is for his own good
(Q.s. Al- Ankabut: 6)

**Intelligence is not the determinant of success, but hard work is the
real determinant of your success.**

Do the best and pray. God will take care of the rest

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Thanks for My Lord ALLAH SWT. Still given to me a chances to give my toga for My Angels.
- ❖ My beloved father “Chairul Aksan”, my beloved mother “Pasiawati”, my beloved sister “ Rara Fransiska” Thank you very much for your struggle, support, and great prayer to make my dream come true.
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FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

PRONOUNCEMENT

Name : Gading Suswanto
NIM : 1516230050
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled "*An Analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Selama in Academic Year 2019/2020*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

Stated by ,



Gading Suswanto
NIM : 1516230050

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Alhamdulillahirrabil'alamin,

In the name of Allah the beneficent, the Merciful in the name of Allah the most Gracious and Merciful. Alhamdulillah, all praise be to Allah the most graceful and the Merciful, after such a hard work, finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled *"An Analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic Year 2019/2020"*

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Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidance, May their good deeds be accepted by Allah subhanahuWata'ala Amin.

Bengkulu, January 2020

Gading Suswanto
SRN.1516230050

ABSTRAK

Gading Suswanto. (2020). *An analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic year 2019/2020.* Thesis. English Study Program, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies (IAIN) Bengkulu.

Pembimbing I: Dr.H. Ali Akbarjono, M.Pd, Pembimbing II: Detti Lismayanti, M.Hum

Kata Kunci: Manajemen Kelas, Proses Belajar Mengajar

Manajemen kelas dimaksudkan untuk memberi siswa lebih banyak peluang untuk mempelajari semua hal yang dilakukan guru untuk mengatur siswa, ruang, waktu, dan materi sehingga pembelajaran siswa dapat berlangsung. Masalah dalam penelitian ini adalah tentang manajemen kelas yang masih kurang khususnya masalah fasilitas yang masih minim dan kesulitan guru dalam mengoptimalkan manajemen kelas Di SMPN 19 Seluma pada Tahun Akademik 2019/2020. Tujuan yang ingin dicapai dalam penelitian ini adalah untuk mengetahui Manajemen Kelas dalam Proses Belajar Mengajar Bahasa Inggris di SMPN 19 Seluma pada tahun akademik 2019/2020. Penelitian merupakan penelitian qualitative menggunakan metode descriptive. Responden penelitian ini adalah guru bahasa inggris yang mengajar di kelas VII di SMPN 19 Seluma Tahun ajaran 2019/2020. Teknik pengumpulan data pada penelitian ini menggunakan teknik observasi, interview, dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen kelas masih kurang karena terkendala dengan fasilitas sehingga terlihat monoton, disamping itu manajemen kelas sudah sesuai dengan RPP yang mereka miliki, dimulai dari pengaturan kelas, metode, strategi, hingga pemahaman guru terhadap karakter siswa, tetapi masih banyak kendala-kendala yang terjadi seperti pelanggaran yang dilakukan oleh siswa

ABSTRACT

Gading Suswanto. (2020). *An analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic year 2019/2020.* Thesis. English Study Program, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies (IAIN) Bengkulu.

Advisor I: Dr.H. Ali Akbarjono, M.Pd, Advisor II: Detti Lismayanti, M.Hum

Key Words: Classroom Management, Teaching Learning Process

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place. The problem in this study is about classroom management which is still lacking, especially the problem of minimal facilities and the difficulty of teachers in optimizing classroom management in Seluma 19 Junior High School in Academic Year 2019/2020. The aim of this research is to find out Class Management in the Teaching and Learning Process of English at Seluma 19 Junior High School in the academic year 2019/2020. The research is a qualitative research using descriptive method. The respondents of this study were English teachers who taught in class VII at SMPN 19 Seluma in the academic year 2019/2020. Data collection techniques in this study used observation, interview, and documentation techniques. The results showed that classroom management was still lacking due to constraints with facilities so it looked monotonous, besides that class management was in accordance with the lesson plans they had, starting from class arrangements, methods, strategies, to teacher understanding of student characters, but there were still many obstacles which occurs as violations committed by students.

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CHAPTER I

INTRODUCTION

A. Background

Improving the quality of graduates has become the main target of every education unit, in addition to following the graduation standards which are increasingly increasing, it is also evidence of the quality improvement of the learning process in the education unit itself so that this should be very important for every teacher as class manager and determinant policies in the process of learning and quality improvement, to think about how to meet the class in implementing an effective and efficient learning process that will ultimately have maximum results in accordance with national education goals in general and the teaching objectives in each subject specifically.

The teacher has a big contribution in determining the success of the education process. The teacher becomes the spearhead of the implementation of education, where the teacher is dealing directly with students as the subject of learning. Teaching activities are intended as a process of conveying knowledge to students to achieve learning goals. Teaching activities include arranging learning plans, presenting materials, presenting media or teaching aids, providing evaluations and providing follow-up learning.

Class management is an important aspect for the effective teaching and learning process. This is in line with the research conducted by Shinn et al. Who suggested that the issue of effective classroom management is called the

key to effective student learning¹. In essence, the purpose of class management is realizing effective and enjoyable class situations and conditions, both as a learning environment and as a learning group, which allows students to learn and develop abilities to the maximum extent in accordance with the social, emotional and intellectual environment of students in the classroom.

Class managerial activities aim to create and maintain conducive classroom conditions and restore them if there is a disruption so that teaching and learning activities can take place effectively and efficiently. Managerial activities include developing good relationships between teachers and students, establishing productive group norms, giving immediate reinforcement, developing rules of the game in group activities, as well as stopping behavior of students who are deviant or not in accordance with discipline.

“Syaiful Bahri Djamarah mengatakan bahwa masalah yang dihadapi oleh guru, baik pemula maupun yang berpengalaman adalah manajemen kelas².

Syaiful Bahri Djamarah says that the problems faced by teachers, both beginners and experienced ones are classroom management. Aspects that are often discussed by professional writers and instructors are also classroom management. This is in accordance with the results of a study conducted by the

¹Vern Jones & Louise Jones, *Comprehensif Classroom Management: Creating Communities Of Support And Solving Problems (Manajemen Kelas Komprehensif)*, (Penerjemah : Intan Irawati. Jakarta: Kencana. 2012), P.4.

²Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis.*,(Jakarta : Rineka Cipta, 2015), P.173

Oregon Department of Education which found that novice teachers looked at issues related to class management as their biggest challenge³.

The success of classroom management carried out by teachers can be supported by various factors. Among them are school factors and also the teacher's personal factors. If the teacher has the ability and really wants to do classroom management in earnest, of course the results will also be good, but if the teacher only focuses on teaching activities and not paying attention to class managerial activities, then the learning activities will not run optimally.

The school factors also play a role in providing adequate educational facilities. If there are adequate facilities at school, of course the teacher will also find it easier to conduct classroom management more optimally. The Semidang Alas Maras is a sub-district in Seluma, Bengkulu province, which is a developing city.

Based on preliminary observations at SMP N 19 Seluma conducted on August 30, 2019, several problems were found regarding management class⁴. This can be seen from the arrangement of the study room that has not been so good. Laying out educational media that is less strategic so that not all students can see it easily.

In addition. Class management problems also arise from some forms of interaction in the classroom that are not very good. Among them is the lack of familiarity between teachers and students. Related to learning activities, students' behavior is still less cooperative towards learning. Even some

³Vern Jones & Louise Jones. Op.Cit,P.12

⁴Observation of the activities of teachers and seventh grade students in learning English on August 30, 2019.

students sometimes become pioneers of chaos in class. Students sometimes use the teacher's neglect to do things that are deviant. This can be seen from the non-conduciveness of the classroom atmosphere when the teacher is absent. Observations made on the teacher also found that sometimes the teacher paid little attention to class management activities. The teacher is also not consistent with the rules made by him to enforce discipline. In addition, teachers also have difficulty arranging student seats so students are free to choose the seats they want. The teacher also does not seem to pay attention to students' relationships with their classmates.

The next observation was conducted on August 31, 2019 and interviews with (Wendi Noplan) English teachers who taught all students in the first year, researchers found several problems, namely: Teachers assume that classroom management is important, but sometimes it is difficult to do so. There are a number of obstacles including the fact that the school has not been able to provide facilities that suit the needs of students, so that they are only used as a minimum. In addition, most of the teachers are indeed not really doing class management because it's considered difficult and time consuming⁵. Then to find out the number of first-year students at SMPN 19 SELUMA, the researchers got a class absence. From the student diary (absent) researchers know the number of first-year students is 115 people, consisting of 4 classes.

Based on interviews with (Tara Yustika) one seventh grade student of SMPN 19 SELUMA, the researcher found some information such as the First

⁵Wendi Noplan, One of an English Teacher at SMPN 19 SELUMA, interviewed on August 31, 2019

English teacher, rarely using media other than books and compilation blackboards so that made students feel bored. Second, managing the educational media which is less strategic so that all students cannot focus easily. third, the teacher does not teach material about students who are confused with learning material at each meeting. Fourth, the way teachers deliver less interesting or monotonous for students⁶.

Based on these problems, researchers are interested in conducting research with the title **An Analysis of Classroom Management in English Teaching Learning Process At SMPN 19 Seluma in Academic year 2019/2020.**

B. Identification of Problems

Based on the description of the background described above, research problems can be identified as follows. (1) The teacher places the media as not strategic, so most students cannot see the media. (2) Students and teachers do not have good interaction in the classroom. (3) Students and teachers do not have close relationships in class. (4) The teacher does not arrange the study room well. (5) When the teacher is not in class the atmosphere is not conducive. (6) The teacher is not consistent with the rules he made. (7) The teacher considers class management important but difficult to do. (8) The school does not provide complete English learning facilities. (9) The teacher has difficulty arranging student seats. (10) The teacher does not pay attention to relationships between students.

⁶Tara Yustika, One of an seventh grade students at SMPN 19 SELUMA, interviewed on August 31, 2019

C. Limitation of the problem

In order for the problems in this study to be more focused and not deviate from what was studied, and considering the limitations of ability and funds possessed by researchers, this study is limited only to how is classroom management carried out by seven grade SMP N 19 Seluma in Academic years 2019/2020.

D. Research Question

Based on the background, identification and limitations of the above problems, then the formulation of the problem in this study is: “How did Classroom Management in English Teaching Learning Process At SMPN 19 Seluma in Academic year 2019/2020?”

E. Research Objective

Based on the formulation of the problem above, the objectives to be achieved in this study is to know Classroom Management of English Teaching Learning Process at SMPN 19 Seluma in Academic year 2019/2020.

F. Research Significances

The results of this study are expected to provide the following benefits :

1. For Students

Students get a classroom atmosphere that is more conducive to learning.

2. For Teachers

Improve teacher understanding in implementing a more effective learning process and as a reference for developing higher quality teaching and learning activities.

3. For Schools

As a reference in preparing higher quality education and teaching programs.

4. For Researchers

It is hoped that this research can provide constructive input to correct themselves for the shortcomings of researchers and increase the insight and knowledge of researchers about implementing a better learning process.

G. Definition of Key Terms

There were some key terms in this paper. The researcher wants to clarify the meaning briefly:

1. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.
2. Teaching and learning process is a process of interaction between students, instructors in an effort to achieve learning goals, which take place in a certain location within a certain time unit period.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Classroom Management

1. Definition of classroom Management

Classroom management includes behaviour management because both managerial traits cannot always be distinguished, especially when the lesson is being carried out⁷. Novan Ardy Wiyani expressed understanding class management is the skill of the teacher as a leader and manager in creating a conducive classroom climate achieve success in teaching and learning activities⁸. Classroom management includes behaviour management because both managerial traits cannot always be distinguished, especially when the lesson is being carried out⁹. Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises¹⁰. Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place¹¹.

⁷Azlin Norhaini Mansor¹ , Wong Kim Eng² , Mohamad Sattar Rasul¹ , Mohd Izham Mohd Hamzah¹ & Aida Hanim A. Hamid¹. Effective Classroom Management. International Education Studies, Vol. 5, No. 5; 2012, P.37.

⁸ Novan Ardy Wiyani. Manajemen Kelas: Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif. (Yogyakarta: Ar-Ruzz Media, 2013), P.59

⁹Azlin Norhaini Mansor¹ , Wong Kim Eng² , Mohamad Sattar Rasul¹ , Mohd Izham Mohd Hamzah¹ & Aida Hanim A. Hamid¹. Effective Classroom Management. International Education Studies. Vol. 5, No. 5; 2012, P.37.

¹⁰Dr. Pallvi Pandit. Effect Of Classroom Management Skills As A Parameter Of Personality Development Module On Teacher Effectiveness Of Teacher Trainees In Relation To Internal Locus Of Control, International Journal Of Advanced Educational Research, (Vol. 2; No 6; 2017), P.291.

¹¹Katharina Sieberer-Nagler. Effective Classroom-Management & Positive Teaching, English Language Teaching. Vol. 9, No. 1; 2016, P.163.

Based on some of the understanding of the experts above, we can conclude that classroom management is a series of systematic teacher activities in the room and aims to create a classroom condition that allows students in the class to learn effectively and maintain a classroom situation to remain conducive to the learning process teach.

2. Components of Classroom Management

According to Marzano there are five components of Classroom management¹²:

a. Physical Design of Classroom

The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on.

b. Rules and Routines

Teachers establish class rules and routines such as handing back papers and taking attendance to keep the class activities running smoothly with as little disruption and loss of time as possible.

c. Relationships

Effective classroom manager develop caring, supportive relationship with students and parent and promote supportive relation among students.

¹² Marzano, R.J. Classroom Management That Works. (Virginia US : ASCD, 2017), P.13.

d. Engaging and Motivating Instruction

Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

e. Discipline

Discipline revolves around teacher focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

3. Classroom Management Approaches

According to Burden in Yasar stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom¹³. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings¹⁴:

- a. The Intervening Model which consists of high control approaches includes Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment.
- b. The Interacting Model which is medium-control approaches includes Logical Consequences, Cooperative Discipline, Positive Classroom

¹³Burden, R. Paul. *Powerful Classroom Management Strategy*. (United Kingdom: Corwin Press, Inc, 2010), P.8.

¹⁴Ibid, P.46

Discipline, Noncorrosive Discipline, Discipline with Dignity, and Judicious Discipline.

- c. The Guiding Model which can also be called as low-control approaches include Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.

4. Managing The Classrooms

- a. Physical Presence

Harmer stated that the teacher's physical presence plays a large part in his or her the classroom environment¹⁵.

- 1) Proximity

The teacher should consider how close they want to be to the students they are working with. Some students resent it if the distance between them and the teacher is too small.

- 2) Movement

Some teachers tend to spend most of their class time in one place at the front of the class, for example, or to the side, or in the middle. Most successful teachers move around the classroom to some extent. That way they can retain their students' interest (if they are leading an activity) or work more closely with smaller groups (when they go to help a pair or group).

¹⁵Harmer. Jeremy. How To Teach English, New Edition. (England :Longman, 2014), P.15.

b. Seating Arrangement

1) Orderly Rows

The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing.

2) Circles and Horseshoes

In smaller classes, many teachers and students prefer circles or horseshoes. In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher's position - where the board is situated is less dominating.

3) Separate Tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in mixed ability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels).

Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in

collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise.

c. Voice Management

1) Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. Teachers do not have to shout to be audible. Good voice projection is more important than volume.

2) Variety

It is important for teachers to vary the quality of their voices and the volume they speak at - according to the type of lesson and the type of activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information.

d. Student Talk and Teacher Talk

Classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking - and it is the students who need the practice, not the teacher.

If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. For these reasons, a good teacher maximizes STT and minimizes TTT.

5. The Functions of Classroom management

Managerial functions that must be performed by the teacher include:

1. Planning

Planning is to make a target that will be achieved or achieved in the future. In organization planning is a process of thinking and setting carefully the direction, objectives and actions while studying various sources and methods / techniques that are appropriate

2. Organizing

Organizing means: (1) determining the resources and activities needed to achieve organizational goals, (2) designing and developing work groups that contain people who are able to bring the organization to the goal, (3) assigning a person or group of people in one task responsibility and certain functions, (4) delegating authority to individuals related to the flexibility of carrying out the task. With these details, managers create a formal structure that can be easily understood by people and describe a person's position and function in his work.

3. Lead

A leader in carrying out his mandate if you want to be trusted and followed must have the nature of leadership that can always be a director whose ideas and thoughts are heard by members of the organization. Not

only are they smart at making decisions but they are accompanied by having personalities that can serve as role models.

4. Controlling

Controlling is the process of ensuring that the actual activities are in accordance with the planned activities. The control process can involve several elements namely; (1) setting performance standards, (2) measuring performance, (3) comparing work and established standards, (4) taking corrective action when deviations occur.

6. Classroom Management Goals

In general, class management aims to create a comfortable classroom atmosphere as a place for teaching and learning activities. Thus, these activities will be effective and directed so that the intended learning goals can be achieved¹⁶. Meanwhile, another opinion from Salman Rusydie stated the objectives of class management as follows¹⁷.

- a. Facilitate student learning activities.
- b. Overcoming obstacles that prevent the realization of interactions in teaching and learning activities.
- c. Organize various uses of learning facilities.
- d. Fostering and guiding students in accordance with various social, economic, cultural and individual characteristics.
- e. Helping students learn and work according to their potential and abilities.
- f. Creating a good social atmosphere in the classroom.

¹⁶Novan Ardy Wiyani, Op.Cit, P.64

¹⁷Novan Ardy Wiyani, Op.Cit, P.61.

g. Helping students to learn in an orderly manner.

While more specifically Syaiful Bahri Djamarah revealed the objectives of class management as follows¹⁸.

a. For students

- 1) Encouraging students to develop individual responsibility for their behavior and needs for self control.
- 2) Helping students know behavior that is in accordance with class rules and understand if the teacher's warning is a warning and not anger.
- 3) Generating a sense of responsibility to involve themselves in the task and in the activities held.

b. For the teacher

- 1) Develop understanding in the presentation of lessons with smooth opening and the right speed.
- 2) Be aware of the needs of students and have the ability to give clear instructions to students.
- 3) Learn how to respond effectively to the behavior of students who interfere.
- 4) Having a more comprehensive remedial strategy that can be used in conjunction with students' behavioral problems that arise in the classroom.

From the various opinions of the experts above, we can understand that the purpose of classroom management is to create and maintain a

¹⁸Novan Ardy Wiyani. Op.Cit, P.64.

conducive classroom condition for teaching and learning activities, so that students can learn effectively and teachers can teach effectively.

7. Classroom Management Activities

Class management activities (class management) include two activities which generally consist of:

a. Arrangement of people (students)

Students are people who carry out activities and activities in the class that are placed as objects and because of the development of science and knowledge and human consciousness, then students move and then occupy functions as subjects. This means that students are not goods or objects that are only subject to, but are also objects that have the potential and choice to move. Movement that occurs in the context of achieving goals is not arbitrary, meaning that in this case the teacher's function still has a large proportion to be able to guide, direct, and guide every activity that students must do.

b. Facility Settings

Activities in the classroom both the teacher and students in the class continuity will be much influenced by the conditions and physical situation of the classroom environment. Therefore the physical environment of class facilities and infrastructure must be able to meet and support the interactions that occur, so that the harmonization of class life can take place well from the beginning of the teaching and learning activities until the end of the teaching and learning period. Rasdi Eko

Siswoyo and Maman Rachman suggest that a series of steps in class management activities refer to¹⁹:

a. Preventive measures with the aim of creating favorable learning conditions. The prevention steps are as follows:

1. Increased self-awareness as a teacher
2. Increased awareness of students
3. Plain and sincere attitude of the teacher
4. Get to know and find alternative management
5. Creating a social contract

b. Corrective actions which are corrective actions against deviant behavior that can disrupt the optimal conditions of the ongoing learning process. The steps in the healing dimension procedure are as follows.

1. Identifying problems
2. Analyze the problem
3. Assess alternative solutions
4. Get feedback.

The corrective dimension includes the dimensions of action (actions that should be taken immediately by the teacher in the event of a disturbance) and healing actions against deviant behavior that have occurred so that these deviations do not drag on.

a. Dimension of action

¹⁹Rasdi Ekosiswoyo & Maman Rachman. Manajemen Kelas. (Semarang: IKIP Semarang Press. 2010), P.53.

- 1) Perform actions and not lectures
 - 2) Do not bargain
 - 3) Use "control" work
 - 4) State the rules and their consequences
- b. Perform healing actions

The steps that can be taken in this healing action are²⁰:

- 5) Identifying students who have difficulties in receiving and following the rules or accepting the consequences of the violations they make.
- 6) Make a plan that is estimated to be most appropriate about the steps that will be taken in contracting with students.
- 7) Determine the time of the meeting with the students that was agreed together by the teacher and the students concerned.
- 8) When it's time to meet with students, explain the intentions and benefits gained for students and for the school.
- 9) Show students that the teacher is not a perfect person and is not free from weaknesses and weaknesses in various ways. However, the important thing between teachers and students must be an awareness to jointly learn to improve themselves, remind each other for common interests.
- 10) The teacher strives to bring students to the problem, which is a violation of the rules that apply in the school.

²⁰ Ibid, p.138

11) If the rules are held and it turns out the students are responsive, the teacher can invite students to carry out other discussions about the problems they face.

12) Meetings of teachers and students must arrive at problem solving and arrive at "individual contacts" received by students in order to improve the behavior of students about the violations made.

Meanwhile, according to Novan Ardy Wiyani, there are at least three core activities in class management, as follows²¹.

a. Creating the right teaching and learning climate

Creating the right learning climate is directed towards realizing a conducive and pleasant classroom atmosphere in order to motivate students to learn well in accordance with their development and abilities. A safe and orderly learning climate will make the teaching and learning process comfortable²². To create the right learning climate, all teachers as managers must master the management principles of the class and the components of class management skills, and be able to use classroom management approaches effectively. Sutirman stated that the effort that needs to be done to create a conducive classroom climate is to create positive interpersonal relationships in the classroom, increase student motivation, and reduce

²¹ Novan Ardy Wiyani, Op.Cit, p.65.

²² Agus Wibowo. Manajemen Pendidikan Karakter Di Sekolah. (Yogyakarta: Pustaka Pelajar, 2013), P.120.

disruptive behavior or student behavior that makes the classroom atmosphere chaotic or not conducive²³.

b. Organize the study room

The study room in this case the classroom must be designed in such a way that it creates pleasant classroom conditions and can bring enthusiasm and desire to learn well such as setting tables, chairs, cabinets, affirmations, displays of the work of outstanding students, various tools visuals, learning media and musical accompaniment that is in accordance with the subject matter being taught or the nuances of music that can build students' passion for learning.

Classroom settings can be defined as activities to manage and organize all learning facilities contained in the classroom by the teacher. Various learning facilities that exist in the classroom such as tables and chairs, blackboards, erasers, rulers, attendance boards, bookshelves, and so on.

Activities related to classroom settings are as follows:

- 1) Setting seating of students
- 2) Educational media settings
- 3) Plant or plant arrangement
- 4) Giving aromatherapy

c. Manage the interaction of teaching and learning activities

²³Sutirman. Media Dan Model-Model Pembelajaran Inovatif. (Yogyakarta: Graha Ilmu, 2013), p.75.

In the interaction of teaching and learning, teachers and students must be active. Active in terms of attitude, mentality, and actions. To create effective teaching and learning interactions, at least the teacher must master and practice various basic teaching skills. According to Udin Syaefudin Saud the teacher's skills in teaching and learning include: opening and closing skills, explaining skills, asking skills, strengthening skills, learning skills, small group discussion skills, classroom management skills, skills variation and teaching skills of individuals and small groups²⁴. In addition, to create positive interactions in the class that is not less important is to build good communication. With good communication, the purpose of education can be achieved effectively²⁵.

According to the expert opinion above, we can conclude that class management activities include prevention activities and corrective activities. All that can be done if the teacher understands and practices class management principles, has classroom management skills and practices basic teaching skills, regulates the learning environment, practices the right classroom management approach, creates interpersonal relationships and applies positive communication, increases student learning motivation, and reduces disruptive behavior in class. If these

²⁴ Udin Syaefudin Saud. Pengembangan Profesi GuruI. (Bandung: Alfabeta, 2011), P.55.

²⁵ Agus Wibowo. Manajemen Pendidikan Karakter Di Sekolah. Op.Cit, P.60.

elements can be met properly, then class management can be said to be good.

B. Factors influence teachers succeed in the classroom management

Fauziati stated that there are some crucial factors which influence the kind of interaction that goes on in the class²⁶:

a. Teacher Talk

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; (5) degree of subordination is lower; (6) more declaratives and statements are used than questions; and (7) teachers may self-repeat more frequently.

b. Teacher Talking Time

Good TTT may have beneficial quality; students can 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 TTT 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.

²⁶ Fauziati, Endang. Teaching English As A Foreign Language. (Surakarta: Era Pustaka Utama, 2015), P.80-85.

c. Voice Management

With regard to the use of voice, presents three issues to consider: audibility, variety, and conservation²⁷.

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.

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 stated that teachers should take care of their physical position and movement during the following lesson stages²⁸;

²⁷ Harmer. Jeremy. How To Teach English. New Edition. (England : Longman, 2014), P.16.

²⁸ Fauziati, Endang. Teaching English As A Foreign Language. (Surakarta: Era Pustaka Utama, 2015), P.3.

- 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 Arrangement

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.

f. Elements Necessary in Language Classroom

Harmer pinpoints some elements need to be present in a language classroom called “ESA”, Engage, Study, and Activate²⁹.

1) Engage

Engage is the pint in a teaching sequence where teachers try to arouse students’ interests, thus involving their emotions. This can

²⁹ Harmer. Jeremy. How To Teach English. New Edition. England : Longman, 2014), P.25.

be done through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc.

2) Study

Study phase activities are those where students are asked to focus on language (or information). Teachers present and explain the materials and students practice them. Teachers can use different styles of study activities such as giving explanation, note taking, reading, translating, etc.

3) Activate

Activate element describes exercises and activities which are designed to get students using language as freely and communicatively as they can. The objective for the students is not to focus on linguistic form but on the practice of using the language for communication.

C. Principles of Classroom Management

To be able to effectively manage the class, according to Novan Ardy Wiyani there are at least six principles that must be understood by the teacher in implementing effective classroom management activities³⁰.

a. Warm and enthusiastic

The facts in the field show that all students will love to take part in classroom learning if the teacher is warm and enthusiastic about them. Lessons that are considered by some difficult people can be easier for

³⁰ Novan Ardy Wiyani. 2013. *Manajemen Kelas: Teori Dan Aplikasi Untuk Menciptakan Kelas Yang Kondusif*. Yogyakarta: Ar-Ruzz Media.P.73.

students if the teacher is warm and enthusiastic to them. Warm in the context of class management is an attitude of joy and compassion for students. While enthusiasm in the context of class management is an enthusiastic attitude in teaching activities. Warm and enthusiastic attitude can be raised if a teacher wants and is able to establish an emotional bond with students.

D. Challenge

Every student is very fond of some challenges that disturb his curiosity. Various challenges can be carried out by the teacher through the use of words, actions, ways of working and learning materials that are designed to provide challenges to students. The ability of teachers to challenge students can increase their enthusiasm for learning so that it can reduce the likelihood of deviating behavior.

E. Varies

In teaching and learning activities in the classroom, variations in teacher teaching styles are needed because they can avoid boredom and boredom. Variations in teaching styles such as variations in voice intonation, limb movements, facial expressions, position in teaching in the classroom, and in terms of the use of methods and teaching media are also needed.

F. Flexibility

Flexibility in the context of classroom management is the flexibility of teacher behavior to change teaching methods according to the needs of students and class conditions to prevent possible learning disruptions in

students and to create a conducive and effective teaching and learning climate.

G. Emphasis on positive things

Emphasis on positive things is the emphasis that teachers make on positive student behavior. This emphasis can be made by providing positive reinforcement and teacher awareness to avoid mistakes that can interfere with the course of teaching and learning activities. In addition to positive comments, the teacher's positive outlook is also very important to note. Many students feel confident about their performance and abilities with positive comments given by the teacher. A positive teacher's view can be interpreted as an attitude of trusting students.

H. Planting Self Discipline

The ultimate goal of class management activities is to make students develop self-discipline so that it creates a conducive learning climate in the classroom. That is why teachers are expected to motivate their students to carry out discipline and become role models in self-control and implementation of responsibility. Teachers must be able to be a model for their students by giving examples of positive behavior, both in class, at school, and in the community. For example teachers come to class on time, dress modestly, do not wear excessive jewelry, speak polite language, drive according to traffic rules, and so on.

Meanwhile, Buchari Alma revealed that class management principles include³¹:

- a. Warmth and enthusiasm in teaching can create a pleasant classroom climate.
- b. Can use words or actions that can challenge students to think.
- c. The teacher can make variations.
- d. Teacher flexibility in the implementation of tasks needs to be improved.
- e. Planting self-discipline is the basis of teacher capital.
- f. Emphasis on things that are positive needs to be considered.

Thus we can conclude that the principles that must be carried out in class management are warm and enthusiastic, challenges, variety, flexibility, emphasis on positive things, and the cultivation of self-discipline.

I. Teaching Strategies of Classroom Management

Class management is very important in teaching, the authors collect data in management class strategies that teach pleasure and students will be enthusiastic in the learning process. According to Borden (2013:75-78) in Rudiyanto This data is designed to give you a few tips that will help the author with class management strategies³².

- a. Get set up

Preparation in teaching the first was a teacher there has to be preparation, when the teacher wants to teach the things that need to be

³¹Buchari Alma. Guru Profesional. (Bandung: Alfabeta, .2010). P.84.

³²Rudiyanto, Arif.. Descriptive Analysis Of Classroom Management Strategies Of The Second Grade Students Of SMP N 03 Tengaran Semarang. (STAIN Salatiga,2014), P.16

prepared is the learning material and learning implementation plan that will be submitted. Good is always prepared to train teachers in teaching in the classroom. As well as the teacher should plan and develop daily schedules as well as lesson plans are closely aligned on the provisions provided by the school district.

This plan should be Universal to the needs and learning styles of each student in the class, in other words students are visual learners should be given lessons and activities that suit their learning styles, students who study hearing loss should receive instruction in these areas, students who need extra time to get that time, students who Excel should have additional tasks that they can independently resolve and so on. When the teachers prepare to teach in school classrooms then the students will have an exciting and productive day in following lessons each day.

b. Make the room attractive

Teachers must work to have an attractive and conducive spaces as well as students can appreciate and enjoy as well as creating a clean and comfortable room for them to learn. For example in teaching using slides, pictures or games made and make a schedule for the class and teacher cleansing have to apply the schedule in a particular teaching, doing this can produce such students to be more creative, innovative and keep them happy will be a lesson that teachers pass.

c. Set classroom rules

Rule in class is very necessary because as control and guide in teaching. so that in teaching can be a maximum and conducive school classrooms;, as well as teachers involve students in designing the rules and those who will be running it so as to allow students to work discipline in running the rules. After the rules is made, and then make it as responsibility, all students who violate or not to see that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow the rules as well as motivate students who are not successful enough to earn the reward at a later date.

d. Be enthusiastic about the lessons.

When the teacher gives the lesson have earned more interactive with the students and engage them to participate and can understand. And develop methods that you create and encourage all students to participate in lessons teachers teach and if students gave a wrong answer, the task of the teacher is to encourage and help them to succeed by helping them with the correct answer and give instructions, ask questions and answer appropriately.

Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms. Please remember to give students sufficient wait time for answering questions because the students are all different and some need more time than

others. The process never wanted to shut the students remain the answers always flows and continue to encourage and bring out the best in them.

e. Be fair with the students

As a teacher it is necessary for teaching to be fair to all of the students. Make a point to always hear students out and treat each one of the pupils with dignity and respect. Don't make differences in them and give the ones that appear a bit disobedient as much respect as teach give those who present themselves respectfully all of the time. They will all love and appreciate teacher for this attitude of being fair to all students.

f. Keep students of records

When kids do their jobs, then their work should be assessed and recorded in grade book. It provides its own entry for the students, as well as provides gifts and good judgment to students if they can behave well in class. It also lets the kids know that the teacher has a specific meaning and they should live it well, because it aims for them salve and explore by helping them to understand the concepts being taught. Give task can be rated as class assignments by students under the guidance of a teacher. Corrects the task is a tool to learn basic and students learn as they go through the answers and read or hear comments made by other students and teachers.

B. Definition of Teaching Learning Proses

The teaching-learning process is an activity of speaking and telling that is done between teachers and students. This means the teacher gives material and students take it. Teaching consists of activities, tasks and learning experiences chosen by the teacher to help students in the learning process.

Mulyasa state that there are four cycles of teaching-learning process: Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCo T), and Independent Construction of Text (ICoT). Teaching learning method according to Institution for National Standardization Education as legitimately drawn by National Education Minister' Regulation number 22/2006 on education standard has four processes. The explanation four processes are³³:

a. Building Knowledge of Field (BKoF)

This is a step in which teacher has duty to accompany the students and give explanation about material that will be studied to activate their background knowledge.

b. Modeling of Text (MoT)

This is a step in which teacher gives some example of models related to the material being discussed. The students just listen to what teacher tell and try to understand it.

³³ Mulyasa, E. Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirkian Guru Dan Kepals Sekolah. (Jakarta: Bumi Aksara, 2010), P.6

c. Joint Construction of Text (JCoT)

This is a step in which teacher must emphasize on schematic structure linguistic features, knowledge of field, learn in group, collaboration and reflection. Students start to construct text within group.

d. Independent Construction of Text (ICoT)

This is a step in which students must create and show their knowledge individually. In this step teacher emphasize schematic structure, linguistic features, knowledge, individual learning and reflection. While learning (teaching-learning proses) is an educational interaction between students and teachers, students with the school environment, and students with the school environment. in general, experts agree that the so-called Teaching-Learning Process (TLP) is an activity that is integral (integrated intact) between students as students who are learning with the teacher as a teacher who is teaching³⁴.

According to Gagne, Briggs, and Wager, "Teaching-Learning is a series of activities designed to facilitate the teaching-learning process in students. Miarso argues that" Teaching-Learning is a deliberate, purposeful and controlled effort so that other people learn or there is a change that is permanent in people. other. This business can be done by someone or a team that has a capability or competence in designing and or developing the necessary learning resources³⁵.

³⁴ Muhibbin Syah. Psikolog Belajar. (Bandung: PT Remaja Rosdakarya,2012), P.109

³⁵ Rusmono. Strategi Pembelajaran Dengan Problem Based Learning Itu Perlu. (Bogor:Penerbit Ghalia Indonesia, 2014), P.6.

Teaching-Learning is an educational value activity. Educative values color the interactions that occur between teachers and students. Educational-value interactions due to teaching-learning activities carried out, directed to achieve certain goals that have been formulated before the teaching systematically by utilizing everything for the sake of teaching³⁶.

From some of the opinions above, we can conclude that the teaching-learning process is an effort to create a condition so that a learning activity is multiplied that allows students to obtain adequate learning experiences and interact with the surrounding environment

C. Procedures of Teaching Learning Process

According to Ahmadi et al, basically there are three components of procedures applied in teaching learning process, namely: Introduction component, presentation/content component and closing or conclusion component. The three components can be described as follow³⁷:

1. Opening activity/Introduction

This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming.

2. Main activity/Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In

³⁶ Syaiful Bahri Djarmah Dan Aswan Zain. Strategi Belajar Mengajar. (Jakarta Selatan: Rineka Cipta,2013), P.1.

³⁷ Ahmadi. Strategi Pembelajaran Sekolah Terpadu. Jakarta: Prestasi Pustaka Publiaher, 2011), P.42.

this component, teacher should use interest method in order to students get the point of material.

3. Closing activity/Conclusion

In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation.

D. The Concept of English Teaching Learning Process

1. The Nation of Teaching English

Tomlinson stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language³⁸. This could include the 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 be the teacher providing the language a learner need whilst participating in a challenging task.

Education consists of teaching and learning. Teaching is a process involves the teaching learning process. Mulyasa explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better³⁹.

In teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influence

³⁸ Tomlinson, B. Material Development In Language Teaching. (Australia: Cambridge University Press, 1998), P.3

³⁹ Mulyasa, E. Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirian Guru Dan Kepala Sekolah. (Jakarta: Bumi Aksara, 2010), P.100.

each others in getting the teaching goal⁴⁰. 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. It can be conclude that teacher as the center of education is 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 suppose to do

⁴⁰ Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta: PT. Bumi Aksara, 2014), P.57.

and acquire. The responsibilities 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.

2. 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. 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 teaching⁴¹.

b. The students or participant

Students or participants are human being without way any limitation and certain characteristic. 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.

⁴¹ Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta: PT. Bumi Aksara, 2014), P.6.

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. Therefore, the effectiveness 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

There are some components in teaching learning process: (1) Curriculum (2) Method (3) Facilities or Educational tool (4) Environment (5) Evaluation. Thus components complete each other in the teaching learning process and the function is significant to reach the education goal.

3. Teaching Strategies

The teacher should make design or select good strategy in teaching learning process. An instructional strategy is defined something a teacher arranges that is designed to establish interaction between teacher, students

and subject matter, or combination these three dimensions. Teacher as a selector instructional strategy, the effective teacher will:

- a. Plan to influence directly or indirectly the learning process by varying his/her behavior.
- b. Tailor the subject matter to meet the needs and interest of each individual.
- c. Arrange a variety of media including book, lecture notes, homework visual aids, program, discussion, and laboratory experiences.

This model of effective teaching places the students in the center completely surrounded by multisensory media arrange by the teacher who the function as prescriber organizer. The teacher should act as a prescriber organizer, studies each students' physical and mental characteristics as well as his/her previous achievement record.

Learning strategy is an activity chooses by teacher or lecture in the learning process which can help and facilitate the learners towards the achievement of the objective of teaching particular. The types of learning strategies can be sorted by the following characteristics:

- a. Based on the ratio of teachers and students involved learning, there are five types of learning strategies, namely:
 - 1) Learning by teacher with large group (one class) learners.
 - 2) Learning by teacher with small group (5-7 peoples) learners.
 - 3) Learning by teacher to participant learners.
 - 4) Learning by a team of teacher in large group (one class) learners.

- 5) Learning by a team of teacher in small group (5-7 peoples) learners.
- b. Based on pattern of relations teacher and learner in the learning, there are three types of learning strategies, namely:
- 1) Learning face
 - 2) Through media learning
 - 3) Face to face and through the media of learning
- c. Be reviewed based on the role of teacher and learner in management of learning in general, there are two types of learning strategies, namely:
- 1) Centered teacher learning (teacher center)

Centered teacher learning are that the teacher is the most level strategy, also called strategy traditional learning. Teacher act as a source has a very dominant position. Teacher must try to divert knowledge ad convey formation as possible to students.

- 2) Centered students learning (students center)

Teaching is an attempting to create an environment optimizes the system of teaching learning process. In the learning process the students attempted actively to develop themselves under the guidance of teacher. Parallel technique in this learning strategies are an inquiry technique, technical discussion, group work techniques, non-directive techniques and case presentation techniques. After the teacher knows about teaching strategy then

the teacher has to know about the procedure of teaching learning process.

E. Same Related Previous Study

This study was aimed at analyzing the implementation, processes and problems of classroom management in two Indonesian high schools from the perspective of English teachers in accordance with the latest, 2013, Indonesian curriculum. The research was qualitative with a case study approach. The sites for this study were two national senior high schools in Jambi Province, Indonesia. Eight teachers of English were involved as the research participants to provide a broad perspective of implementation of classroom management.

The researchers used four techniques for collecting data: interviews, focus group discussions, observations, and document review. To assess the trustworthiness of the research, the researchers did triangulation, member checking and reflexivity. The findings, describing the implementation, processes and problems of classroom management, are divided into three themes: (i) teaching standards, rules and procedures, (ii) classroom climate, and (iii) 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 education⁴².

⁴²Akhmad Habibi* Amirul Mukminin Muhammad Sofwan Urip Sulistiyo, Implementation Of Classroom Management By English Teachers At High Schools In Jambi, Indonesia, Studies In English language And Education, 2017, Vol.4, No. 2, P.172

This paper is aiming to discover the paths that enable teachers to manage their work with students in the classroom. To be an efficient teacher means to know with what and how to motivate students to learn. Teacher as an efficient classroom manager needs to have skills to plan and prepare the education process, know how to organize the teaching and how to guide the class. An efficient teacher moreover needs establish positive classroom climate and working discipline. Also, teacher should be able to evaluate the progress of the students and self-evaluate his own work.

In order to examine classroom management skills of teachers in Republic of Macedonia, a research has been made for teachers in primary schools in Republic of Macedonia. Instruments which will be used in order to complete the research and analyses are the following: questionnaire for teachers and educational policy analyses in our country in order to discover whether there is concrete strategy for promotion and implementation of classroom management on local and national level. Analyses of results show that there is a deficit of classroom management skills among teachers, which is due moreover to some lapses in initial education of teachers⁴³.

⁴³ Dr. Jasmina Delceva – Dizdarevik, CLASSROOM MANAGEMENT, International Journal Of Cognitive Research In Science, Engineering And Education, Vol. 2, No.1, 2014., P.51.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research design is qualitative research. Qualitative data come in a vast array of forms: photos, maps, open-ended interviews, observations, documents, and so forth⁴⁴.

”Metode ini juga disebut penyelidikan naturalistik karena mempelajari fenomena dengan cara alami⁴⁵.

This method is also called naturalistic inquiry because it studies a phenomenon in a natural way.

“Menurut Sukmadinata, penelitian deskriptif adalah penelitian yang menggambarkan dan menjelaskan fenomena, fenomena alam atau fenomena manusia⁴⁶.

According to Sukmadinata descriptive research is research that describes and explains the phenomenon, natural phenomenon or human phenomenon.

“Penelitian deskriptif meneliti kegiatan, karakteristik, perubahan, hubungan, persamaan dan perbedaan dengan fenomena lain. Peneliti ingin tahu tentang objek, seperti sifat objek, kondisi objek, jumlah objek, penelitian deskriptif digunakan dimana ia dapat menjelaskan seluruh aspek objek dengan jelas dan ilmiah⁴⁷.

Descriptive research examines activities, characteristic, change, relationship, similarities and differences with another phenomenon. The researcher wants to know about the object, such as the nature of the object, the condition of the object, the number of the object, descriptive research is used

⁴⁴ W. Lawrence Neuman Seventh Edition, Social Research Methods: Qualitative and Quantitative Approaches, Pearson Education Limited : pearson, 2014, p.51

⁴⁵ Metode ini juga disebut penyelidikan naturalistik karena mempelajari fenomena dengan cara alami

⁴⁶ Sukmadinata, Nana Syaodih. Metode Penelitian Pendidikan. (Bandung: PT. Remaja Rosdakarya, 2012), P.72

⁴⁷ Arikunto, Suharsimi. Prosedur Penelitian Suatu Pendekatan Praktek. (Jakarta: Rineka Cipta, 2006), P.25

by which he/she can explain the whole aspect of the object clearly and scientifically.

Brumfit and Mitchell stated that descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom looks like, at a particular moment in a particular place⁴⁸. This research collects the data, analyze them and draw a conclusion based on the data only.

Descriptive research provides an answer to the questions of how something happens and who was involved, but not why something happens or why someone was involved. Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. In conclusion, this research was descriptive qualitative research.

The research is qualitative since the data are in the form of words. Meanwhile, the research was a descriptive one since the researcher uses the descriptive method. This was caused the researcher wants to describe the classroom management applied by the seven-grade teacher in teaching English in SMP N 19 Seluma and to explain the problems faced by the tenth-grade teacher in applying classroom management in the class.

B. Subject of Research

"Subjek penelitian adalah subjek yang akan diteliti oleh peneliti, yaitu subjek yang menjadi pusat perhatian atau target penelitian.

⁴⁸ Brumfit, Christopher And Mitchell, Rosamond. Reserach In The Language Classroom. London: Macmilan Publisher Ltd.P.11

The research subject is the subject to be researched by the researcher, namely the subject that becomes the center of attention or the target of the research⁴⁹. The subjects of this study were English subject teachers.

C. Instrument of Research

The research instrument is a very important and strategic tool in its position in the overall research activities, because of the data need to answer the research problem formulation obtained through the instrument. The instrument that the researcher used in this thesis research was:

1. Checklist Observation

Checklist observations for the observational data that the researcher did at the time of observing the process of learning activities in class conducted by an English teacher at SMPN 19 Seluma involved in carrying out their duties at the school.

2. Question Gird

In this interview, researcher use structured interview by using question gird. In this research, the respondents of interview is teacher and students at seventh grade in SMPN 19 SELUMA for know about classroom management of English Teaching Learning in the class.

3. Documentation

“Dokumentasi adalah catatan peristiwa masa lalu. Dokumen dapat berupa tulisan, gambar, atau karya orang yang bersifat menumental”⁵⁰.

⁴⁹ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan*. (Praktik.Jakarta : Rineka Cipta, 2006), P.145

⁵⁰ Sugiyono, Op, Cit, p.329

Documentation is a record of past events. Documents may be in the form of writings, drawings, or menumental works of person. In this research the documents used are syllabus data, journal and absenses from seventh grade students of SMPN 19 SELUMA, and pictures.

D. Technique of Collecting the Data

In qualitative research, the researcher herself was the instrument, thus the researcher should had the theory and wide insight about what was being researched. Then, to get deep understanding about the object the research, the researcher should used some techniques of collecting the data simultaneously⁵¹. Therefore, there were two techniques used in this research namely observation and interview.

1. Observation

“Pengamatan adalah instrumen pengumpulan data yang digunakan untuk mengatur perilaku individu atau proses kegiatan yang diamati dalam situasi nyata atau simulasi⁵².”

The observation is the instrument of collecting data which is used to organize individual behaviors or the process of the activity observed in real situation or simulation. This instrumentation was aimed to get data on the teaching-learning process. Through observation, the data collected was in the form of field notes. The observation is conducted in every meeting of English Lesson.

⁵¹ Sugiyono. Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung: Alfabeta, 2017), P.15

⁵² Sudjana, Nana. Pengantar Penelitian Pendidikan. (Jakarta: Bina Rupa Aksara, 2015), P.109

This observation was used to watch activities or events which were related to the classroom management applied. It consists of the teaching-learning processes in the class. In this method of collecting data, the researcher observed the teaching-learning process done by a teacher in the class and the researcher tried to find some phenomena or activities during the teaching-learning process. Here the researcher was as the observer.

In this research, the researcher chooses participant observation. It was a type of observation in which the writer is directly included in the activities of the objects observed.

”Susan dalam Sugiyono menyatakan bahwa dalam observasi partisipan, peneliti mengamati apa yang dilakukan orang, mendengarkan apa yang mereka katakan, dan berpartisipasi dalam aktivitas mereka⁵³.

Susan in Sugiyono stated that in participant observation, the researcher observed what people do, listens to what they say, and participates in their activities. In addition, the researcher in the observation, the researcher would be a passive participant. It means that in the observation, the researcher presents at the scene action, but does not interact or participates.

2. Interview

“Sugiyono menyatakan bahwa wawancara adalah situasi tatap muka di mana peneliti menetapkan informasi atau pendapat yang diperoleh dari suatu subjek.

Sugiyono stated that the interview was a face to face situation in which the researcher set out the elicit information or opinion from a subject.

⁵³ Sugiyono. Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung: Alfabeta, 2017), P.133.

“Sumber data terpenting dalam penelitian kualitatif adalah informan”.⁵⁴.

The most important data source in qualitative research was the informant. In this research, the interview conducted to collect information from English teachers. Type of interview used in this research was a semi-structured interview. It was included in an in-depth interview. In this type of interview, the researcher should prepare what the questions before did the interview and new questions may emerge depending on the progress of the interview and situation.

It was possible to add new questions out of the questions list if the writer gets new information out of question list that had been arranged. The aimed of this type of interview was to get detail information from the interviewee. Here, the researcher as an interviewer tried to get interviewee’s ideas and opinions related to the problem of the research⁵⁵.

3. Documentation

Documentation / format of records, in the documentation studied are documents, which in general concept is limited to only written material inside various activities. Documentation is the process of collecting, selecting, and processing original manuscripts or written information used as a verification tool or material to support a description or argument. Manuscripts or written information (documents) which was examined in this study are texts relating to existing variable.

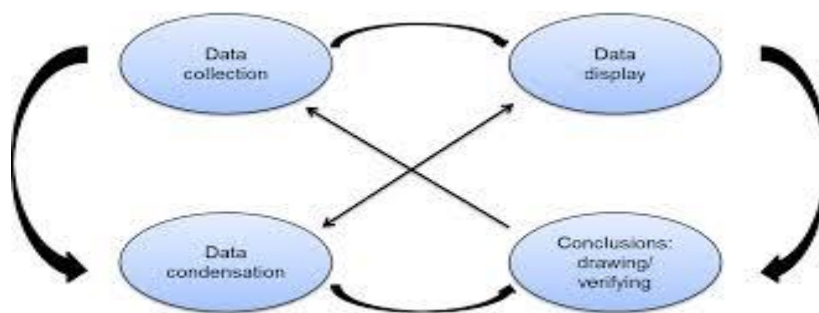
⁵⁴ Sutopo. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung: Alfabeta, 2012), P.60

⁵⁵ Sugiyono. Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, Dan R&D). (Bandung: Alfabeta, . 2017), P.320

E. Technique of Analyzing the Data

The technique of data analysis in this research was Miles and Huberman Model of data analysis. There were three main components of data analysis. They were data reduction, data display and conclusion. The technique can be drawn bellow:

Figure 1: interactive model Miles and Huberman



1. Data Reduction

Not all the obtained data of the research 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 questionnaires. 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 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 he/she seen but also his/her interpretation of the observation.

F. Trustworthiness of the Data

It is important to make sure the validity of data in qualitative research. For this research, the researcher will use *triangulation* to check the validity of the data. According to Cresswel, triangulation of data, data was collected through multiple sources⁵⁶. It means that the researcher used multiple sources of data, multiple observers, and multiple methods for the verification process in order that there is a consistent similarity of the data that were collected.

In a real application, the researcher used methodology triangulation to check the validity of the data. The researcher used different method to get the

⁵⁶John W.Cresswel. Research . *Qualitative Research*, USA, Routledge, 2009, P.185.

some data. It means that, to get the validity of the data in this research, the research did not only conduct interview but also did observation and made documents. So, by using those methods, the researcher was able to compare the result of each method. From those three different methods, the data collected by the researcher must be the same.

Triangulation is multimode approach that conducted by the researcher in collecting the data in order to get better understanding of research phenomena in order to get higher level of the truth⁵⁷. It means that triangulation is a combination of some methods that are used to measure phenomenon in different point of views or perspectives in order to check the data truth or information got by researcher from varies perspectives to reduce bias happened in collecting and analyze the data.

The Norman K. Denkin concept is used by qualitative researchers in various fields. According to him, triangulation includes four things, namely: (1) triangulation of methods, (2) triangulation between researchers (if research is conducted with groups), (3) triangulation of data sources, and (4) theory triangulation. To enforce data validation, in this research researchers used two triangulations. Triangulation method and triangulation of data source:

1. Triangulation Method

Triangulation method was conducted by comparing information/data in different ways. In this study, researchers used

⁵⁷Mudjia Rahardjo. *Triangulasi dalam Penelitian Kualitatif*. Retrieved on june 05, 2019 from <https://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html>.

interviews, observation, and documentation to obtain the correct information about the data that were obtained at SMPN 19 Seluma. The researcher did the validity test with the same source but using different methods.

2. Triangulation of Data Sources

In this case, the researcher explored information by using several methods and data sources. In this study, to add interviews and observations, researchers also used participants' observation, writing documentation, and photographs. These different ways produce different data and then provide different insights about the phenomena being observed that relate to the research in the SMPN 19 Seluma which then provides different insights regarding to the phenomenon under study. These various views result knowledge to obtain reliable truth.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. A Brief Review (The Context of Present Study)

1. Location of SMPN 19 Seluma

SMPN 19 Seluma is located on Jln. Talang Beringin Ketapang Baru Village, Semidang Alas Maras District, Seluma Regency, Bengkulu Province. This middle school was established on March 05, 2003, named SMPN 10 Ketapang Baru, with an area of 8,024 m².

2. History of SMPN 19 Seluma

In 2003, SMPN 19 Seluma was established, which previously had the name of Seluma Regency, 10th National High School in Ketapang Baru, in that year, SMPN 19 Seluma in 2003 with Decree on establishment: 4220259 Dikbud March 5, 2003, while accreditation decree date: Provincial BAP 04 November 2010. And defeat the first school named Ali Mursal, S.pd in 2003-2006, was replaced with the school name called Zaidi, S.pd. In 2007-2010, it was then replaced with a school named Pasihin, S.Pd. In 2010-2013, then it was replaced with a school named Nurman Hapizin, S.Pd in 2014-2017 and most recently served as the principal of Seluma 19th Junior High School, led by Agus Suwanto, M.Pd in 2017 until now.

In the first year there were 40 male and 35 female students of SMPN 19 Seluma, from year to year it developed little by little the number

of students experienced development, and until now SMPN 19 Seluma students continue to experience advanced development.

In accordance with the daily rhythmic activities to support and facilitate the implementation of teaching and learning activities at SMPN 19 Seluma strived as possible in accordance with the world of education. Educational institutions are places to place human identity that is equipped with knowledge and positive thoughts.

Teachers and staff must provide good examples for students to be able to attend on the morning of 07.15 WIB and go home at 12.50 WIB for Monday to Thursday, while Friday comes at 07.15 WIB and return at 11.00 while on Saturday enter at 07.15 WIB and go home at 12.00 WIB.

As for the name of the rule is a reference and obligation to create a discipline of teacher performance, in order to get optimal results but there are also violations that are still relatively mild for example every Monday does not carry out flags with a variety of reasons.

And this kind of thing, is usually commemorated by the leadership at a teacher or employee coaching meeting which is usually done at the beginning of the month not to make even more fatal mistakes. Regulations or provisions that have been made to be obeyed by all teachers and staff even more so on students of SMPN 19 Seluma.

3. Organizational Structure of SMPN 19 Seluma

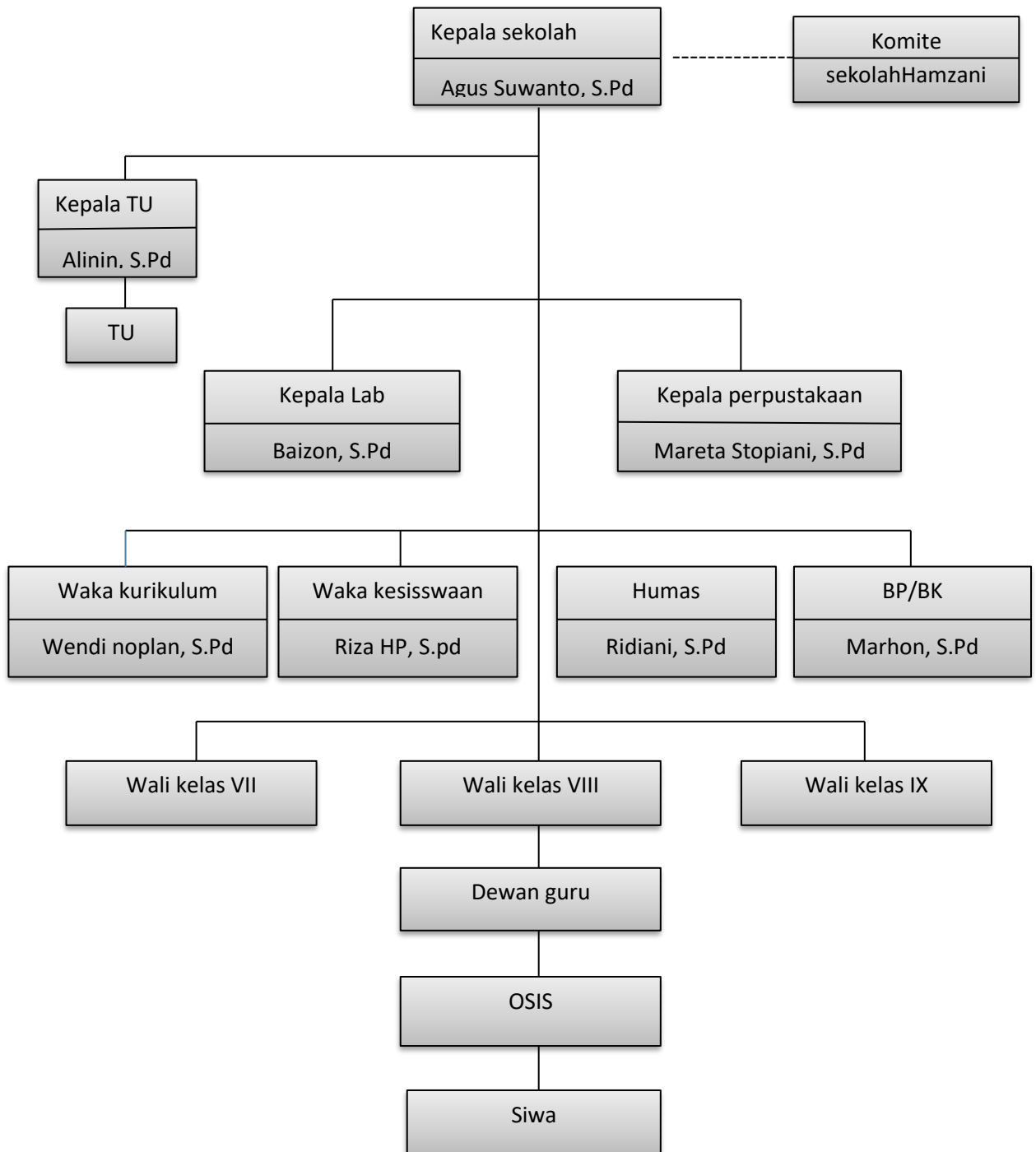
Organization is a form of a human union to achieve common goals. With this, the people as members of a certain organization have duties, authorities and responsibilities in accordance with their respective duties and functions. Organizations generally aim to make it easier to find out forms of cooperation to find out the final results, and direct these people to the intended work, so to facilitate knowing the forms of collaboration that exist in a school need to be explained in the form of a chart or structure known as an organizational structure.

Organizational structure can be defined as a formal mechanism where the organization in school, organizational structure shows the framework and composition of the embodiment and a fixed pattern between the relationships of functions, parts or positions or people that show the position, tasks, authority, and responsibility different within an organization, this structure contains elements of the specialization of work standardization, coordination, centralization or centralization in actions and size of the work unit.

In an organization, the division of tasks accompanied by responsibilities will facilitate the netting of school activities and avoid the possibility of overlapping in carrying out the tasks assigned. A healthy organizational structure is a structure that can show a logical arrangement, appropriate relationships so that it can study an overall educational institution structure as well as the limits of the responsibility and authority of each section.

The organizational structure of SMPN 19 Seluma for the 2019-2020 academic year was led by the Head of the School, Agus Suwanto, S.Pd, who was responsible for the overall management of the school. The school principal has a command line with the administrative coordinator, assisted by the deputy headmaster of the school, Waka curriculum, Waka students, Public Relations, BP / BK, Head of Labs, Head of the library, homeroom teacher, teacher and student council. In addition, coordination with the school committee. The organizational structure of SMPN 19 Seluma can be described in the structure below:

Organizational structure of SMPN 19 Seluma



(Source: Documentation of SMPN 19 Sekuma Administration Unit)

4. State of facilities and infrastructure

As in educational institutions in general, the availability of school facilities and infrastructure to support the education process is very much needed. To ensure the peace and comfort of student learning, the school meets the desks and chairs of each student and provides per class one written papp along with the equipment for student learning.

The facilities and infrastructure to support learning activities teaching and learning activities can be seen in the table below:

Table 1.1
Facilities in SMPN 19 Seluma

No	Jenis	Jumlah
1	Classroom	12
2	Teacher / office room	1
3	TU room	1
4	Canteen	4
5	Computer room	2
6	Science Laboratory	1
7	The principal's room	1
8	Library room	1
9	Multipurpose building	1
10	Sports equipment room	1
11	Scout tool room	1
12	Student council room	1
13	Mushola	1
14	Teacher's parking lot	1
15	Student parking lot	1
16	Students restroom	5
17	Teacher's restroom	3
18	Volleyball court	1
19	Basketball court	1
20	Futsal court	1

B. Findings

This section presents the findings from research problems. In which the question is concerned with the question of how the classroom management in the process of teaching and learning English in SMPN 19 Seluma academic year 2019/2020. The researcher did interview with two teacher. First with the headmaster and the second of English teacher.

1. The interview with headmaster of SMPN 19 Seluma

Before the researcher started the research, the researcher meeting with the headmaster of SMPN 19 seluma, Mr. Agus Suwanto, S.Pd to interview on November 16, 2019. During the meeting the researchers conveyed the purpose of conducting research at SMPN 19 Seluma about class management related to the teaching and learning process at the school. In a short interview with the principal, he said that the planning of learning English was adjusted to the k-13 curriculum namely; for 24-hour certification teachers 12 study rooms with two teachers, so that one teacher a minimum of four hours teaching a day. Furthermore, teachers are obliged to prepare all English learning tools starting from data, syllabus, lesson plans, media, semester programs.

RI.1	Bagaimana perencanaan KBM Bahasa inggris di kelas menurut bapak?
HMI.1	perencanaan pembelajaran bahasa inggris di sesuaikan dengan kurikulum k-13 yakni; untuk guru sertifikasi 24 jam 12 ruangan belajar dengan dua orang guru, sehingga satu orang guru minimal sehari mengajar empat jam pelajaran. Selanjutnya guru berkewajiban untuk menyiapkan semua perangkat pembelajaran bahasa inggris mulai dari data, silabus, RPP, media, program semester. <i>(he said that the planning of learning</i>

	<i>English was adjusted to the k-13 curriculum namely; for 24-hour certification teachers 12 study rooms with two teachers, so that one teacher a minimum of four hours teaching a day. Furthermore, teachers are obliged to prepare all English learning tools starting from data, syllabus, lesson plans, media, semester programs).</i>
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R: Researcher HM: Headmaster interview 1, 16th November

2019

Then related to the system of organizing or division of tasks and authority in teaching and learning activities, he revealed that all of that begins with the planning stage, so that it can do the organizing or division of tasks. It can be seen from the annual program and semester program, so that each teacher makes a plan to see the division of tasks that can be given.

RI.1	Bagaimana system pengorganisasian atau pembagian tugas dan wewenang dalam KBM Bahasa Inggris?
HMI.1	semua itu diawali dengan tahap perencanaan, sehingga dapat melakukan pengorganisasian atau pembagian tugas. Hal itu dapat dilihat dari program tahunan dan program semester, sehingga masing-masing guru membuat perencanaan untuk melihat pembagian tugas yang dapat diberikan. <i>(All of that begins with the planning stage, so that it can do the organizing or division of tasks. It can be seen from the annual program and semester program, so that each teacher makes a plan to see the division of tasks that can be given).</i>

While the implementation of teaching and learning activities in English in the classroom has been carried out well when viewed from each of the objectives of learning English based on the results of this semester's

evaluation even when the implementation of classroom supervision and learning for English, English learning is running effectively.

RI.1	Bagaimana pelaksanaan KBM bahasa Inggris di kelas? Apakah sudah terlaksana dengan baik sesuai tujuan KBM Bahasa Inggris
HMI.1	Pelaksanaan kegiatan belajar mengajar bahasa Inggris di kelas sudah terlaksana dengan baik kalau dilihat dari masing-masing tujuan pembelajaran bahasa Inggris tersebut berdasarkan hasil evaluasi semester ini bahkan ketika dilaksanakannya supervise kelas dan pembelajaran untuk bahasa Inggris, pembelajaran bahasa Inggris tersebut berjalan dengan efektif. <i>(implementation of teaching and learning activities in English in the classroom has been carried out well when viewed from each of the objectives of learning English based on the results of this semester's evaluation even when the implementation of classroom supervision and learning for English, English learning is running effectively).</i>

Judging from the administrative supervision, it can be seen how many effective meetings are held by checking the administration. In addition, several other supervision was carried out to supervise the assessment. In one semester there are two supervisions carried out including administrative supervision.

RI.1	Bagaimana sistem pengawasan dan supervisory yang bapak lakukan dalam KBM Bahasa Inggris?
HMI.1	Dilihat dari supervise administrasi dapat diketahui berapa pertemuan yang efektif, dilakukan dengan pengecekan administrasi. Selain itu dilakukan beberapa supervise lainnya sampai dengan supervise penilaian. Dalam satu semester ada dua kali supervise dilakukan termasuk supervise administrasi. <i>(Judging from the administrative supervision, it can be seen how many effective meetings are held by checking the</i>

	<i>administration. In addition, several other supervision was carried out to supervise the assessment. In one semester there are two supervisions carried out including administrative supervision).</i>
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Related to the statement of the principal, it is in accordance with the problem of the researcher which is related to classroom management activities in the learning process. In order to find out how classroom management is in the teaching and learning process, researchers conducted research using observational methods and interviews with English teachers at the school and the distribution of questionnaires with students.

2. The results of an interview with an English teacher at SMPN 19 Seluma

- a. What is the general description of the implementation of class management at SMPN 19 Seluma ?

Related to this question, Mr. Wendi stated that in general class management had been carried out but it was still constrained by the lack of supporting facilities for learning English such as teaching aids and so on. This is consistent with the results of observations that I met when learning English, that the teacher who teaches only explains learning material from printed books without any other teaching aids, or uses other methods that are more interesting.

R I.2	Bagaimana gambaran umum tentang pelaksanaan manajemen kelas di SMPN 19 Seluma? (<i>What is the general description of the implementation of class management at SMPN 19 Seluma</i>)
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	?)
ET I.2	Secara umum manajemen kelas sudah dilaksanakan namun masih terkendala dengan minimnya fasilitas penunjang pembelajaran bahasa inggris seperti alat peraga dan sebagainya <i>(In general class management has been implemented but it is still constrained by the lack of supporting facilities for learning English such as teaching aids and so on).</i>

R: Researcher ET: English Teacher interview 2, 18th November

2019

From the above statement it can be concluded that the general picture of the implementation of classroom management in the school is still lacking because it is constrained by learning facilities that are less supportive, so the learning process becomes less attractive and looks monotonous.

b. What is class management planning at SMPN 19 Seluma ?

Class management planning in the teaching and learning process is very important and necessary so that the teaching learning process is more directed and the learning objectives can be conveyed. This is in accordance with the results of the statement from Mr. Wendi, namely: class management planning has been carried out well, but it depends on each teacher, especially in the field of English studies. This is in accordance with the results of my observations during the teaching and learning process happening, indeed the plan has been made and carried out with the teacher, but again it was only a plan, many discrepancies from students that occurred during the learning process.

RI.2	Bagaimana perencanaan manajemen kelas di SMPN 19 Seluma? <i>(How is class management planning at SMPN 19 Seluma ?)</i>
EI.2	Perencanaan manajemen kelas sudah dilaksanakan dengan baik, namun tergantung pada diri guru masing-masing, terutama pada bidang studi bahasa inggris. <i>(Class management planning has been implemented well, but it depends on the individual teacher, especially in the field of English studies).</i>

From this statement, it can be concluded that in class management planning a teacher must know and understand the material, methods, and materials and media that will be used by a teacher so that the learning process runs according to the initial planning that has been made by each teacher.

c. How is the implementation of class management in SMPN 19 Seluma?

According to Mr. Wendi, the implementation of class management at SMPN 19 Seluma based on the RPP has been carried out. So that learning English can run well, starting from class settings, methods, strategies, until the teacher's understanding of the character of students. Based on observations and connections with Pak Wendi Noplan's explanation, it is true that the implementation of class management has been carried out but it is not as thorough or perfect, there are still many shortcomings such as the lack of school facilities for English language learning and the relationship of all students in the class is not too familiar.

RI.2	Bagaimana pelaksanaan manajemen kelas di SMPN 19 Seluma? <i>(How is the implementation of class management in SMPN 19 Seluma?)</i>
ET I.2	Pelaksanaan manajemen kelas di SMPN 19 Seluma berdasarkan RPP sudah dilaksanakan. Sehingga pembelajaran bahasa Inggris dapat berjalan dengan baik, dimulai dari pengaturan kelas, metode, strategi, hingga pemahaman guru terhadap karakter siswa (<i>The implementation of class management at SMPN 19 Seluma based on the RPP has been carried out. So that learning English can run well, starting from class settings, methods, strategies, until the teacher's understanding of the character of students</i>)

From this statement, regarding how the implementation of classroom management at SMPN 19 Seluma can be concluded that it has been done well in accordance with the RPP they have, beginning with class arrangements, methods, strategies, to the teacher's understanding of student character.

- d. What are the steps in implementing learning in implementing classroom management in SMPN 19 Seluma?

According to Pak Wendi, the steps of implementing learning and applying classroom management begin with the planning of lesson plans, the interaction between the teacher and students must be well established when learning so that the implementation steps are based on the lesson plans made by the teacher.

RI.2	Bagaimana langkah-langkah pelaksanaan pembelajaran dalam penerapan manajemen kelas di smpn 19 seluma?(<i>What are the steps in implementing learning in implementing classroom management in SMPN 19 Seluma?</i>)
ET I.2	Langkah-langkah pelaksanaan pembelajaran dan penerapan manajemen kelas dimulai dari perencanaan RPP, interaksi antara guru dan siswa harus terjalin dengan baik ketika pembelajaran sehingga untuk langkah-langkah pelaksanaan berdasarkan RPP yang telah dibuat oleh guru (<i>The steps of implementing learning and applying classroom management begin with the planning of lesson plans, the interaction between the teacher and students must be well established when learning so that the implementation steps are based on the lesson plans made by the teacher.</i>)

From this statement, regarding the steps of learning implementation it can be concluded that starting from the planning of lesson plans and also the interaction of teachers and students must be interwoven well based on the lesson plans made by each teacher so that management can proceed well.

- e. What is the teacher's knowledge about classroom management in SMPN 19 Seluma?

Teachers' knowledge of classroom management according to Pak Wendi is good because the teacher is equipped with the knowledge of how to manage each of his tastes so that they can make good interactions in the learning process.

RI.2	Bagaimana pengetahuan guru tentang manajemen kelas di smpaan 19 seluma? (<i>What is the teacher's knowledge about classroom management in SMPN 19 Seluma?</i>).
ET I.2	Pengetahuan guru tentang manajemen kelas sudah baik karena guru sudah dibekali dengan pengetahuan bagaimana untuk mengelolah kelasnya masing-masing sehingga dapat melakukan interaksi yang baik pada proses pembelajaran. (<i>Teachers' knowledge of classroom management is good because the teacher is equipped with the knowledge of how to manage each of his tastes so that they can make good interactions in the learning process</i>).

From this statement, regarding the teacher's knowledge about class management it can be concluded that it was good Karen the teacher had previously been provided with how the class management.

- f. What is the role of the teacher in the implementation of classroom management in SMPN 19 Seluma?

According to Pak Wendi, the teacher's role in managing the classroom is obviously very large, especially in activating interaction between the teacher and students.

RI.2	Bagaimana dampak manajemen kelas dalam peningkatan mutu pembelajaran di smpn 19 seluma? (<i>What is the role of the teacher in the implementation of classroom management in SMPN 19 Seluma?</i>).
ET I.2	Peran guru dalam mengelolah kelas jelas sangat besar terutama dalam mengaktifkan interaksi antara guru dan siswa. (<i>The teacher's role in managing the classroom is obviously very large, especially in activating interaction between the teacher and students</i>).

Based on a brief statement from Mr. Wendi, it can be concluded that the role of teacher in the teaching and learning process is very important in the teaching and learning process, both as motivation, activating the class, establishing communication and interaction between teacher and students and also as a result of determining student learning.

- g. How is the response from students related to the implementation of classroom management in SMPN 19 Seluma?

Based on the results of an interview with Mr. Wendi, in his opinion the children were very enthusiastic about the good implementation of this class management, for example in discussions, they were very active and enthusiastic in learning English.

R 1.2	Bagaimana respon dari siswa terkait dengan penerapan manajemen kelas di smpn 19 seluma? (<i>How is the response from students related to the implementation of classroom management in SMPN 19 Seluma?</i>).
ET I.2	Anak-anak sangat antusias dengan dilaksanakannya dengan baik manajemen kelas ini, misalnya saja dalam diskusi, mereka sangat aktif dan antusias dalam pembelajaran bahasa inggris. (<i>The children are very enthusiastic about the good implementation of this class management, for example in discussions, they are very active and enthusiastic in learning English</i>).

It also supported by the observations during the English language classes in the classroom it was true, some students were very enthusiastic and enthusiastic in teaching and learning English in class,

but some children also did not respond well to the English teaching and learning activities due to the student's relationship with the teacher is not too familiar.

- h. What is the impact of classroom management in improving the quality of learning in SMPN 19 Seluma?

According to Pak Wendi the impact of classroom management in improving the quality of learning at SMPN 19 Seluma is very clear to see the impact, namely children will more quickly understand English learning, besides that learning becomes active.

RI.2	Bagaimana dampak manajemen kelas dalam peningkatan mutu pembelajaran di smpn 19 seluma? (<i>What is the impact of classroom management in improving the quality of learning in SMPN 19 Seluma?</i>).
ET I.2	Dampak manajemen kelas dalam peningkatan mutu pembelajaran di SMPN 19 Seluma sangat jelas sekali terlihat dampaknya, yakni anak-anak akan lebih cepat memahami pembelajaran bahasa inggris, selain itu juga pembelajaran menjadi aktif. (<i>The impact of classroom management in improving the quality of learning at SMPN 19 Seluma is very clear to see the impact, namely children will more quickly understand English learning, besides that learning becomes active</i>).

From the statement stated above, it can be seen that classroom management is very influential in the teaching and learning process, with good management it will get good learning outcomes as well. When the learning process is in accordance with previous planning,

then classroom management can also be realized in accordance with the previous design. So that the impact on the results will be obtained.

- i. What are the inhibiting and supporting factors of the implementation of class management in SMPN 19 Seluma?

The inhibiting factor that was felt by Pak Wendi personally based on the results of the interview was that it had not been the occurrence of supporting facilities for learning English by a complete school, besides that the students' interest was lacking because of their lack of awareness to learn. This is consistent with the results of my observations during the teaching and learning process occurred, that the teacher when observing the lesson material using only printed books without using other teaching aids, or other teaching methods so that the process of delivering subject matter looks monotonous.

RI.2	Apa saja faktor penghambat dan pendukung pelaksanaan manajemen kelas di smpn 19 seluma? (<i>What are the inhibiting and supporting factors of the implementation of class management in SMPN 19 Seluma?</i>).
ET 1.2	Factor penghambat yang saya rasakan adalah memang belum terjadinya fasilitas penunjang pembelajaran bahasa inggris oleh sekolah yang lengkap, selain itu minat siswa kurang karena belum adanya kesadaran mereka untuk belajar. (<i>The inhibiting factor that I feel is that it has not been the occurrence of supporting facilities for learning English by a complete school, other than that the students' interest is lacking because of their lack of awareness to learn.</i>).

From this statement, we can conclude that the inhibiting factors for classroom management are that the school has not prepared complete

facilities for the process of learning English, supporting factors from schools are only printed books, and students' interest in the importance of learning is still lacking.

- j. How are efforts to overcome obstacles in class management in SMPN 19 Seluma?

For the effort to overcome obstacles in class management by Mr. Wendi and delivered with researchers as follows: From us personally by maximizing in setting the strategy. Class strategies that can make students quickly understand the contents of learning. Based on the results of observations, it is true that the teacher has maximized the strategy settings, the teacher makes rules about violations that occur during the process of teaching and learning English but there are still students who violate these rules and the teacher is often not consistent with the rules he made.

RI.2	Bagaimana upaya mengatasi kendala dalam manajemen kelas di smpn 19 seluma? (<i>How are efforts to overcome obstacles in class management in SMPN 19 Seluma?</i>).
ET 1.2	Dari kami pribadi dengan melakukan pemaksimalan dalam pengaturan strategi. Strategi kelas yang dapat membuat siswa dengan cepat memahami isi dari pembelajaran. (<i>From us personally by maximizing in setting the strategy. Class strategies that can make students quickly understand the contents of learning</i>).

Based on the results of the statement regarding how to overcome the obstacles in classroom management that the teacher has done maximally in the classification setting so that students quickly understand the subject matter delivered by the teacher but there are still many students who commit violations during the learning process.

C. Discussion

In classroom management the teacher considers that it is important, but sometimes it is difficult to do. There are a number of obstacles including the fact that schools have not been able to provide facilities that fit the needs of students, so the facilities and teaching aids that they use are still minimal. In addition, most teachers do not really do class management because it is considered difficult and time consuming. Because it is hampered by the ability of teachers to create innovative media is still lacking, including in managing media that is less varied. The teacher does not teach material about students who are confused with learning material at each meeting. In this case the teacher also uses learning methods / techniques that are less interesting or monotonous for students. This results in students having difficulty understanding and not being able to focus on learning.

In addition, based on the results of research and observation of researchers, teachers have sought to maximize classroom management. Starting from planning, organizing, implementing and controlling classroom management. In class management planning the teacher prepares learning tools in the form of annual programs, semester programs, syllabus and lesson plans. In this

planning stage the teacher also pays attention to aspects of the limitations of learning facilities by using attractive learning strategies. At the organizing stage the teacher seeks to maximize student participation in teaching and learning in class. So that in an active learning process not only teachers but students must also participate actively. The teacher also always motivates students to be diligent in school and study.

In the implementation of teacher class management Teachers at SMPN 19 Seluma have done some class management including: paying attention to the classroom conditions, making rules in learning, motivating students and establishing closeness with students with the aim of teaching and learning activities can achieve their goals well. When teaching aids are lacking in learning the teacher maneuvers them with other media and uses strategies and methods that can make students active and interested in learning. To overcome some students who are often absent, the teacher overcomes it by providing points of value for attendance so that eventually they are accustomed to diligently coming to school because it is their motivation. Then the teacher also invites students to be active in making classroom decorations and crafts that can be used as media.

Teachers routinely conduct evaluations to maximize the achievement of classroom management that can motivate students to be more active in learning, especially in learning English. In addition, the school principal also routinely supervises the management of this class, both daily and periodic supervision. After completing supervision, the headmaster usually provides

directives and input for future improvements to maximize the results of teaching and learning English. After being given direction and input the teachers are also still guided to be able to carry out the functions of the classroom management effectively and efficiently.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research described in the previous chapters, the conclusions that can be drawn in this study:

1. Class Management Planning

Classroom planning is made based on the 2013 curriculum, especially for the preparation of learning tools ranging from annual programs, semester programs, syllabi to the making of lesson plans. At this planning stage it is really adjusted to the condition of the equipment that is still lacking, making it easier to carry out classroom management later.

2. Organizing Class Management

Class management is done by involving all class members starting from the teacher and students. The teacher seeks to establish closeness to students when studying. Thus the teacher will more easily understand the characters of students and the conditions of the learning space and other components in the classroom so that the objectives in classroom management will be more directed later. Students in the management of this class are strived to have a big role so that they are more dominantly playing an active role in learning English.

3. Implementation of Class Management

The implementation of class management is based on plans that have been made. The teacher strives to maximize the implementation of these plans as much as possible. In classroom management the teacher really pays attention to the conditions of the class, makes rules in learning, motivates students and establish closeness with students with the aim of teaching and learning activities can achieve its goals properly. But in the level of implementation of this class management that is still an obstacle is incomplete learning facilities and also some students' interests that are still lacking to learn. However, with incomplete facilities, teachers are prepared to maximize the role of students in learning so that they can also motivate them to learn more.

4. Evaluation / control of Class Management

For control or evaluation in classroom management the teacher usually evaluates after completing the KBM to further maximize the learning activities at the next meeting. In addition, the headmaster also regularly conducts supervision both daily and periodically. Supervision by the principal is carried out with the aim to control the teaching and learning activities of English so that learning can be carried out in accordance with the objectives. The principal also provides direction and input for learning English activities, especially in classroom management so that learning objectives are achieved effectively and efficiently.

B. Suggestions

As the end of the writing of this thesis, by basing the research on the researcher doing, the researcher wants to provide suggestions that may be input material, among others as follows:

1. The teacher should be able to experience classroom management well so that learning in the class is carried out according to plan and by using various methods and media.
2. Students should be able to make the best use of learning time and focus all existing efforts to be able to learn in achieving the desired goals.
3. To the school in order to complete the facilities and infrastructure to support good teaching and learning

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Appendix 2

INTERVIEW GUIDELINES 2 ENGLISH TEACHER INTERVIEW

A. Identitas Informan

1. NamaLengkap : Wendi Noplan S.Pd
2. NIP : 197923112005021001
3. Tempat/Tgl. Lahir : Ketapang Baru, 23 November 1979
4. PendidikanTerakhir : S1
5. Jabatan : Guru Bahasa Inggris
6. TMT : 02 April 2005
7. Pangkat/Gol : Penata Tingkat 1/3D
8. AlamatLengkap/Telp./HP. : Desa Ketapang Baru, Kec. Semidang Alas Maras, Kab. Seluma, Prov. Bengkulu

B. Pertanyaan-Pertanyaan

1. Bagaimana gambaran umum tentang pelaksanaan manajemen kelas di SMPN 19 SELUMA?
2. Bagaimana perencanaan manajemen kelas di di SMPN 19 SELUMA?
3. Bagaimana pelaksanaan manajemen kelas di SMPN 19 Seluma?
4. Bagaimana langkah langkah pelaksanaan pembelajaran dalam penerapan manajemen kelas di SMPN 19 SELUMA?
5. Bagaimana pengetahuan guru tentang manajemen kelas di SMPN 19 SELUMA?
6. Bagaimana peran guru dalam implementasi manajemen kelas di SMPN 19 SELUMA?
7. Bagaimana respon dari siswa terkait dengan penerapan manajemen kelas di SMPN 19 SELUMA?
8. Bagaimana dampak manajemen kelas dalam peningkatan mutu pembelajaran di smpn 19 seluma?

9. Apa saja faktor penghambat dan pendukung pelaksanaan manajemen kelas di SMPN 19 SELUMA?
10. Bagaimana upaya mengatasi kendala dalam manajemen kelas di smpn 19 seluma?

Appendix 1.

INTERVIEW GUIDELINES 1 HEADMASTER INTERVIEW

A. Identitas Informan

1. Nama Lengkap : Agus Suwanto, S.Pd
2. NIP : 196901101995121001
3. Tempat Tanggal Lahir : Manna, 01 Oktober 1969
4. Pendidikan Terakhir : S1
5. Jabatan : Kepala Sekolah

B. Pertanyaan-Pertanyaan

1. Bagaimana perencanaan KBM Bahasa Inggris di kelas menurut Bapak?
.?
2. Bagaimana system pengorganisaian atau pembagian tugas dan wewenang dalam KBM Bahasa Inggris di kelas?
3. Bagaimana pelaksanaan KBM bahasa Inggris di kelas? Apakah sudah terlaksana dengan baik sesuai tujuan KBM Bahasa Inggris ?
4. Bagaimana system pengawasan dan supervisi yang bapak lakukan dalam KBM Bahasa Inggris?

Appendix 3

CHEKLIST OBSREVATION GUIDELINES

NO	Analisis manajemen kelas dalam proses belajar bahasa inggris	Ya	Tidak
1.	Guru membuat dan menyiapkan perencanaan pembelajaran	✓	
2.	Guru merencanakan dan mengembangkan rencana pembelajaran	✓	✓
3.	Guru menata ruangan dan yang menarik dan nyaman		✓
4.	Guru menggunakan media pembelajaran yang bervariasi dan menarik		✓
5.	Guru membuat aturan kelas untuk di taati dalam belajar	✓	
6.	Guru konsisten dengan aturan yang di buatnya		✓
7.	Guru guru melakukan kegiatan opening dan menanyakan materi sebelumnya	✓	
8.	Guru membuat suasana belajar menjadi interaktif		✓
9.	Guru melibatkan siswa untuk berperan aktif dalam KBM bahasa inggris		
10.	Guru memotivasi dan membimbing siswa dalam KBM	✓	
11.	Guru memberikan permainan untuk meningkatkan antusias siswa dalam belajar		✓
12.	Guru memberikan reward untuk siswa yang aktif dalam KBM		✓
13.	Guru membuka tanya jawab untuk materi yang belum dipahami	✓	
14.	Guru bersikap adil kepada siswa dalam KBM		✓

15.	Guru melakukan evaluasi	✓	
16.	Guru melakukan penilaian terhadap latihan soal dan project yang dikerjakan siswa dan mencatatnya dalam buku penilaian kelas	✓	
17.	Guru mengucapkan trimakasih kepada siswa atas partisipasi dalam KBM	✓	

DOCUMENTATIONS





