

**ENGLISH TEACHER'S CLASSROOM MANAGEMENT IN TEACHING  
ENGLISH AT EIGHT GRADE STUDENTS OF MTS N 2 SURAKARTA  
IN THE ACADEMIC YEAR 2022/2023  
THESIS**

Submitted as A Partial Requirements Degree of *Sarjana*



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*Wassalamu'alaikum Wr. Wb*

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## RATIFICATION

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## **DEDICATION**

Praise the presence of Allah who always gives abundance of grace and gifts. This thesis as a sign of proof of sincere and dedicated to:

1. My family, especially my beloved parents (Mr Hadi Purwanto (Alm) and Mrs Sri Maryani) who always give spirit and as my inspiration.
2. My beloved brother (Rustiawan Arief Fatkhurrohman) who help me to get this education, better and more fulfilled than I could have ever imagine.
3. My beloved sister (Nurul Isniyati Rohmaniah) who always support me to get the title of degree.
4. My beloved almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

*“So verily with hardship there is ease. Verily, with hardship there is relief. So, when you have finished (from a business), keep working hard (for other matters). And only to your God do you hope.”*

(QS. Insyirah:5-8)

*“When you go through a hard period, when everything seems to oppose you, when you feel you cannot even bear one more minute, NEVER GIVE UP! Because it is the time and place that the course will divert!”*

(Jalaluddin  
Rumi)

*“If there are No One Calls you Good, Then Just Be Worst”*

( Nobody)

## PRONOUNCEMENT

Name : Zainurrohman Tri Kurniawan  
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I hereby sincerely state that the thesis entitled “English Teacher’s Classroom Management In Teaching English At Eight Grade Students Of MTs N 2 Surakarta In The Academic Year 2022/2023” is my precious masterpiece. The Things out of my masterpieces in this are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 19<sup>th</sup> 2023

Signed by,



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The researcher realized that this thesis is still far from perfection. The researcher hopes that his thesis is useful for every researcher in particular and the readers in general.

Sukoharjo, June 19<sup>th</sup> 2023

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## ABSTRACT

Zainurrohman Tri Kurniawan. 2023. English Teacher's Classroom Management In Teaching English At Eight Grade Students Of MTs N 2 Surakarta In The Academic Year 2022/2023. Thesis. English Language Education, Cultures and Language Faculty.

Advisor: Ika Sulistyarini, M.Pd.

Key words: classroom management, English, Teaching.

This research is intended to describe the component of the classroom management used by English teacher in teaching English at class 8A1 of of MTs N 2 Surakarta Academic Year 2022/2023, to find out the problems faced and the solution by English teacher in classroom management in teaching English at class 8A1 of MTsN 2 Surakarta.

The design of this research is descriptive qualitative. The researcher conducted the research at class 8A1 of MTs N 2 Surakarta in the academic year of 2022/2023. The researcher used observation, interview and documentation as the techniques of collecting the data. Observation is used to know the component of the classroom management used by English teacher in teaching English at class 8A1 of MTs N 2 Surakarta, while interview is used to know the problems faced and the solution by English teacher in classroom management in teaching English In analyzing the data, researcher used theory from Miles *et al* (2014), the analysis process consists of data collection, data reduction, data display, conclusion drawing/ verification. The researcher used methodological triangulation to check the trustworthiness of data.

The results of this research showed that: 1) the component of classroom management used by English teacher in teaching English at class 8A1 of MTsN 2 Surakarta Academic Year 2022/2023 divided into five components: physical design of classrooms such as seating arrangement which include separate table and orderly rows, teacher rules and routines, includes teacher rules and routines in carrying out the teaching and learning process in class, relationship among students and teacher-students, engaging motivational instruction such as plan material needed and when the teacher gives instructions, the teacher also asked students after the teacher finished giving the material, and discipline, the teacher instills discipline by issuing a warning to students who do not pay attention to the learning process, 2) It was found that the problems faced by the English teacher in classroom management in teaching English at class 8A1 of MTs N 2 Surakarta include students' explicit acts of misbehavior dan students' attitudes and language levels, 3) It was found that the solutions of the problem by English teacher in classroom management at class 8A1 of MTsN 2 Surakarta included nonverbal, verbal, and task-oriented.

It is suggested that the teacher must reach the learning objectives, by completing all components of classroom management, the teaching and learning

process will also provide good communication between students in the class and learning process methods that are following the lesson plans.

## TABLE OF CONTENT

<b>THESIS</b> .....	<b>i</b>
<b>ADVISOR SHEET</b> .....	Error! Bookmark not defined.
<b>RATIFICATION</b> .....	Error! Bookmark not defined.
<b>DEDICATION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	Error! Bookmark not defined.
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>CHAPTER I. INTRODUCTION</b> .....	<b>1</b>
<b>A. Background of the Study</b> .....	<b>1</b>
<b>B. Identification of the Problems</b> .....	<b>5</b>
<b>C. Limitations of the Problems</b> .....	<b>5</b>
<b>D. Formulation of the Problems</b> .....	<b>5</b>
<b>E. Objectives of the Study</b> .....	<b>6</b>
<b>F. Benefits of the Study</b> .....	<b>6</b>
<b>G. Definition of Key Terms</b> .....	<b>7</b>
<b>CHAPTER II. LITERATURE REVIEW</b> .....	<b>10</b>
<b>A. Theoretical Review</b> .....	<b>10</b>
<b>1. Teaching English</b> .....	<b>10</b>
<b>2. Classroom management</b> .....	<b>16</b>
<b>B. Previous Related Studies</b> .....	<b>37</b>
<b>CHAPTER III. RESEARCH METHODOLOGY</b> .....	<b>42</b>
<b>A. Research Design</b> .....	<b>42</b>
<b>B. Research Setting</b> .....	<b>42</b>
<b>C. Research Subject</b> .....	<b>44</b>
<b>D. Data and Source of the Data</b> .....	<b>44</b>
<b>E. Techniques of Collecting the Data</b> .....	<b>44</b>
<b>F. Research Instrument</b> .....	<b>46</b>

G.	Trustworthiness of the Data .....	47
H.	Techniques of Analyzing the Data .....	49
<b>CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION.....</b>		<b>50</b>
A.	Research Finding.....	50
1.	The Component of Classroom Management used by English Teacher in Teaching English at class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023 .....	51
2.	The Problems Faced by English Teacher in Classroom Management in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023 .....	58
3.	The Solutions of The Problem by English Teacher in Classroom Management at Class 8A1 of MTsN 2 Surakarta.....	63
B.	Discussion.....	66
1.	The Component of Classroom Management used by English Teacher in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023 .....	66
2.	The Problems Faced by the English Teacher in Classroom Management in Teaching English at Class 8A1 of MTs N 2 Surakarta In THE Academic Year 2022/2023 .....	69
3.	The Solutions of The Problem by the English Teacher in Classroom Management at class 8A1 of MTsN 2 Surakarta.....	70
<b>CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....</b>		<b>73</b>
A.	Conclusions .....	73
B.	Suggestion .....	74
<b>BIBLIOGRAPHY .....</b>		<b>76</b>
Appendix 1. STUDENTS LIST OF 8.A.1 .....		79
Appendix 2. RENCANA PELAKSANAAN PEMBELAJARAN (RPP).....		81
Appendix 3. SILABUS.....		87
Appendix 4. FIELD NOTE .....		79
Appendix 5 INTERVIEW SHEET (TEACHER) .....		85
Appendix 6 Appendix 5 INTERVIEW SHEET (STUDENT).....		88
Appendix 7. TEACHER INTERVIEW TRANSCRIP .....		90
Appendix 8 STUDENT INTERVIEW TRANCRIP .....		95
Appendix 9. Photos of the research .....		102

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the introduction which are divided into seven parts: background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, benefits of the study, and definition of key terms.

#### **A. Background of the Study**

Anything done by a material developer or teacher to aid in language acquisition is referred to as teaching. The goal of teaching is to help students learn and be able to comprehend the material that is being taught. In addition to having good teaching abilities, teachers should also have other qualities that are crucial to the success of learning (Zamani, 2016). Besides that, the role of the teacher is also very important to make the learning process run well and effectively.

The smooth operation of the teaching and learning processes is ensured by several factors. One of them is Classroom management. The management of the classroom is a crucial component in teaching English. The methods teachers employ to control the classroom can affect how well English is taught. Thus, managing classes effectively, particularly establishing and preserving the best learning environments, is a problem for English teachers. Every teaching and learning process, including the teaching and learning of English, requires effective classroom management. Classroom management is a way to help the process of learning English operate smoothly and successfully. It has an impact

on how English is taught and learned in the class. Nunan (2000) says that in teaching and the learning process, classroom management plays an important role build and maintaining workable systems in the classroom. He also states that classroom management can be used to organize and manage classes.

According to Rukmana and Suryana (2014) Classroom management is a set of activities undertaken by teachers to create and maintain ideal conditions for the teaching and learning process to take place. The management of the classroom by the teachers has an impact on the teaching-learning process in addition to the methods, strategies, and themes. To ensure that the students perform the assigned tasks and behave properly, the instructor must effectively control the class.

The management of effective teachers in the classroom is quite good. It is well established that teachers' abilities to manage the classroom have a significant impact on the achievement of their students. The students ought to have felt at ease in the classroom environment. Classes are handy due to the teacher lecturing in the class as well as how nice and organized the classroom is. The most significant impact on student performance is classroom management. When classroom management is executed effectively teachers minimize the behaviors that learning for both individual students and groups of students while maximizing the behavior that facilitates or enhances learning. It is needed the ability of English teachers to manage the classroom during the teaching process can be done well.

Based on the researcher's observation before on 2<sup>nd</sup> August 2022, the researcher collected information that MTs N 2 Surakarta is a school that has good accreditation good infrastructure and administration in the teaching and learning process, and good facilities. In MTs N 2 Surakarta the facility in learning english is sufficient. MTs N 2 Surakarta has teaching media to develop teaching-learning of all subjects taught to the students. MTs N 2 Surakarta is one of the islamic schools in Surakarta which has good accreditation. MTs N 2 Surakarta divided into 2 program class, there are *Program Reguler* and *Program Khusus*.

This school to be one of favorite school because this school provides Special Program classes with the Full Day School packaging which is rarely found in other schools. With the consideration that *Program Khusus* class students have more learning hours and study time until the afternoon (full day school), the madrasah facilitates it with adequate facilities and infrastructure so that student learning activities are more conducive. In addition, even though the teaching and learning process at MTs N 2 Surakarta is very good, especially for the teachers who manage students like the good arrangement of the classroom and the good interaction between teacher and students, but sometimes, some students don't focus while studying in class because some other students make noise in class. Some students sometimes create chaos in class, so the ongoing English learning is considered less effective, besides that the researcher also found that students' English elaboration was still relatively low. Then, when the teacher is not present, the class situation can be said to be

not conducive. So, students need guidance and support from teachers in teaching and learning, especially in learning English.

Managing the class is one of the important things in teaching-learning process, so it must be considered by the teacher. Classroom management is the process through which teachers plan what happens in the room and how to run it. According to Fauziati (2015), the purpose of classroom management is to foster an environment where students may connect meaningfully in English. Meaningful conversation and effective classroom management allow students to advance in their English language acquisition. Successful teachers are very effectively managed in the classroom environment. It is the reason why classroom management is required in the teaching and learning process way classroom management is important to the whole education in teaching process because it offers students an ideal learning environment, helps prevent teacher burnout, and makes students and teachers feel safer and happier, it involves more than just discipline and rules. It also entails organization, and routines with which students come to feel comfortable.

Based on the reasons above, the researcher is interested to know about classroom management used by English teachers in teaching English to make English teaching-learning easy and fun to learn and it could help teachers to improve how they should teach in a good way by looking at students. So, the researcher conducts the research entitled “English Teacher’s Classroom Management In Teaching English At Eight Grade Students Of Mts N 2 Surakarta In The Academic Year 2022/2023”.



## **B. Identification of the Problems**

Based on the description of the background of the study above, the identification of the problems of this study is as follows:

1. English teacher challenges in classroom management in teaching English including the problem and the solution faced by English teacher.
2. The ineffectiveness of teaching and learning English can be influenced by low student motivation.
3. Some students make noise in class.
4. Lack of students' English elaboration.

## **C. Limitations of the Problems**

This research is limited only to the English teacher classroom management in teaching English to class 8A1 of MTs N 2 SURAKARTA Academic Year 2022/2023.

## **D. Formulation of the Problems**

Based on the explanation in the background above, the problem formulation of this study is as follows :

1. What are the Component of Classroom Management in Teaching English by the eighth-grade students of MTs N 2 Surakarta Academic Year 2022/2023?
2. What are the problems faced by the English teacher in Classroom Management in teaching English at eighth-grade students of MTs N 2 Surakarta Academic Year 2022/2023?

3. What are the solutions of the problems faced by the English teacher in Classroom Management at eighth grade of MTsN 2 Surakarta in the Academic Year 2022/2023?

#### **E. Objectives of the Study**

Related to the problem of the study above, the researcher had the following objectives:

1. To describe the component of the classroom management used by English teacher in teaching English at eighth-grade students of MTs N 2 Surakarta Academic Year 2022/2023.
2. To find out the problems faced by English teacher in classroom management in teaching English at eighth-grade students of MTs N 2 Surakarta Academic Year 2022/2023.
3. To find out the solutions of the problem by English teacher in classroom management at eighth-grade students of MTsN 2 Surakarta.

#### **F. Benefits of the Study**

After carrying out the study, the researcher hopes that the result of the study will provide some contributions to quality of the English teaching and learning, especially in classroom management.

##### **1. Theoretical benefits**

- a. The finding of this research can be used for input in the English teaching process, especially in classroom management

- b. The result can be used as a reference for those who want to conduct the research in English teaching-learning process.

## **2. Practical Practically**

the research has some benefits for students, teachers, schools, and other researchers.

- a. For teachers

The teacher will get more information about classroom management that can be used in teaching English.

- b. For the readers

Hopefully, they will get much knowledge about classroom management.

- c. For the school

It will give a great influence on the school, for example, the school can improve the English teacher to make fun learning with good classroom management.

- d. For other researchers

This research will be a good reference for doing other research on the same topic especially research for classroom management.

## **G. Definition of Key Terms**

There are some key terms used in this research. To avoid misunderstanding, the researcher provided their definition as follows:

## **1. Teaching**

Teaching is an exciting job. According to (Brown, 2007) being a teacher is a great job. Modifying the approaches, syllabus, methodology, and exercises to maximize the learning of a class and the majority of its participants is among the challenging challenges. The act of teaching is to direct and facilitate learning, to make learning possible for students, and to provide the conditions for learning (Brown, 2007).

## **2. Learning**

Learning is the process of acquiring knowledge about a topic or skill. It can be stuffed with knowledge, expertise, or instruction. Learning is a long-term change in behavioral tendencies. This is a product of repeated practice. Retention of information or skills is required for learning. Retention necessitates the use of storage mechanisms, memory, and cognitive structure. Learning entails an active, conscious focus on and response to external or internal events in the organism. It also entails some type of practice, possibly reinforced practice (Brown, 2007).

## **3. Classroom Management**

According to Rukmana and Suryana (2014) Classroom management is a set of activities undertaken by teachers to create and maintain ideal conditions for the teaching and learning process to take place.

## **4. Teacher**

According to Ngalim (2003) Teachers who can understand the difficulties of the students in terms of learning and other difficulties

beyond learning problems, especially those that can inhibit the learning activities of students. He said a relatively permanent behavior change that occurs as a result of training or experience.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will describe the theoretical review related to the thesis and the previous related studies.

#### **A. Theoretical Review**

##### **1. Teaching English**

###### **a. The definition of teaching English**

According to Brown (2007) being a teacher is a great job. Modifying the approaches, syllabus, methodology, and exercises to maximize the learning of a class and the majority of its participants is among the challenging challenges. Teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language.

This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English, a textbook providing samples of language use and guiding learners to make discoveries for them, a 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 needs whilst participating in a challenging task.

The act of teaching is to direct and facilitate learning, to make learning possible for students, and to provide the conditions for learning (Brown, 2007). Mulyasa (2006) explains that teaching is an

interaction process done by students and the environment so that human/ student behavior changes to be better. In short, teaching is an effort to use optimally the component of teaching 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.

Learning is the process of acquiring knowledge about a topic or skill. It can be stuffed with knowledge, expertise, or instruction. This is a product of repeated practice. Retention of information or skills is required for learning. Learning entails an active, conscious focus on and response to external or internal events in the organism. It also entails some type of practice, possibly reinforced practice (Brown, 2007).

Teaching-learning process in a planned interaction promotes behavioral change that is not a result of the maturation of coincidence. It means that teaching is a systematic way, the teacher as an organizer should be creative to make learners interested in following the subject. The teaching and learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals (Uzer in Suryosubroto, 1997).

b. Scope of teaching English

According to Wiyani (2013), teaching English in Indonesia is not easy activity because it is foreign language and it is not the second language though it is in of the compulsory subject at school. There four English teacher should help the student to improve their knowledge and ability of English. Here one of the teacher's tasks are they should know the technique and methods of teaching and learning process. Teachers are the important factors which influence the students English mastery. They have great function to success and failure students therefore, the teacher should be able to help students master their knowledge and ability of English subject.

Students expected to improve their ability of English and they should realize that English is one of the important subjects for them in the future, Webster's new collegiate dictionary reveal that in general the majority of the teachers still reject most usage the published information tends to support acceptable. Therefore, English is the important subject and it is something useful for the students and people in the future. The most vital thing in developing English or title good will result from teaching efforts, teacher's must used every possible device to relate the activities of the classroom to the basic goals of each students.



c. Factors influence teachers succeed in the classroom

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

1) 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.

2) 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.

3) Voice Management

With regard to the use of voice, Harmer (2014) presents three issues to consider: audibility, variety, and conservation.

a) 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.

b) 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.

c) 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.

4) Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2015) stated that teachers should take care of their physical position and movement during the following lesson stages;

- a) 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.

- b) During reading activities (when students are reading) then there is no need to be dominant so much; so sitting and occasional monitoring is enough.
- c) 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.

#### 5) Seating Arrangements

Seating arrangement has necessary role in teaching-learning activities. Its arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom. There are several ways to arrange the seating in English classroom presented by Harmer (2014).

##### a) Orderly Rows

This might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a content course. Advantages of this are that the teacher can see all students, more freely around the classroom and can gain the attention of all the students.

##### b) Circle/Square

This arrangement is best used for discussions and for activities where students are answering more open-ended questions.

c) Horseshoe

This arrangement is characterized by the equal status of all students and teacher, just as in the circular/square arrangement. Students can see each other's faces, and they can interpret others' body language as they speak to get a better understanding of what is being said.

d) Back to Back

When two chairs are placed back to back, students working in pairs are able to practice their listening skills.

2. Classroom management

a. Definition of classroom management

Classroom management is a complicated term that involves a wide range of unique activities, ranging from establishing an appropriate physical environment and creating an atmosphere of caring and respect to teaching behavior standards and responding to violations of classroom norms. According to Rukmana and Suryana (2014) Classroom management is a set of activities undertaken by teachers to create and maintain ideal conditions for the teaching and learning process to take place. Classroom management is the activity of teachers to nurture and sustain effective classes, which includes

teaching objectives, time management, learning room layouts and equipment, and student grouping in learning.

Classroom management refers to all of the activities of teachers in the classroom that generate and maintain ideal learning circumstances. Managing a classroom full of students is one of the biggest challenges faced by teacher. If the teacher do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences. Definition of Classroom Management to the actions teachers take to create supportive environment for the academic and social emotional learning of students. According to Harmer (2014) one of the core abilities of teaching is Classroom Management, which is the capacity to govern and inspire a class. Teachers find it much simpler to teach when their pupils believe they are truly interested in them and available to them. The capacity of a teacher to manage a classroom is crucial to their effectiveness as a teacher.

Teacher are responsible for managing and monitoring students learning and therefore losing control of the classroom can be one of the most frustrating experiences for them. Successful teaching often depends on the ability of the teacher to manage the classroom (Emmer & Stough in Oliver & Reschly, 2007). The ability of teachers to organize the classroom and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound

behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible, reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems. Frequent occurrence of disciplinary problems in the classroom can have a considerable affect on the effectiveness of teaching and learning teachers are responsible for managing and monitoring student learning in the classroom.

According to Djamarah and Zaini (2010) Classroom Management is the actives of classroom setting in teaching. Classroom management is skills of teachers to create a conductive learning environment and control the classroom\if something bad happens in learning. From the definitions of classroom management above can be understood that classroom management encompasses all aspects of instructor behavior and classroom organization that contribute to an orderly learning environment. This comprises established routines, school, and classroom norms, teacher responses to student actions, and education that provides a learning environment suitable to students.

b. Purpose of Classroom Management

Generally, The purpose of Classroom Management is to create the comfort of a classroom atmosphere as a place learning and process take place. So, that activity runs effectively and is guided until the purpose of learning which has been determined can be achieved.

Specifically, According to Djamarah and Zain (2010) stated that the purposes of classroom management are:

- 1) For students
  - a) Encourage the students to develop individual duties toward students' behavior and needs for self-control.
  - b) Help the students to know the behavior which appropriate with classroom rules and comprehend if the teacher's reprimand is a warning, not anger.
  - c) Arouse the students' duty to involve in tasks and activities.
- 2) For teacher
  - a) Evolve comprehension in providing material with opening fluently and appropriate celerity
  - b) Aware of students' duty to give instruction clearly to the students.
  - c) Study how to give respond effectively to the students' behavior.
  - d) Has a remedial strategy which more comprehensive and can use which relate to the student's behavior problem that appears in the classroom.

c. Element of Classroom management

McLeod *et al* (2003) stated that these three key elements stand out as critical components of classroom management when examining the teacher's job:

### 1) Managing Time and Space

Time management is a crucial factor in assisting students in achieving learning objectives and making the classroom a pleasurable place for both teachers and students. The current emphasis on standards and high-stakes testing has an impact on how time is allocated during the school day. Most standards-based curricula are difficult courses of study that, in most cases, specify the attainment of much more objectives than can be adequately taught. As a result, teachers spend their days reviewing information that pupils haven't fully understood while feeling pressed to move on to other objectives. As a result, a high-quality education program necessitates the efficient use of time and space. This necessitates easily accessible, well-organized, material-rich classrooms and appealing settings where students can work independently, in groups, and with the teacher.

### 2) Student Behavior

Creating a positive classroom climate, establishing and teaching standards, rules, and procedures, developing strategies to focus on preventing bad behavior and teaching self-control, and ultimately emphasizing the teaching of discipline to students are all strategies for building and maintaining a good learning environment. These tactics indicate a discipline system centered



on responsibility rather than punishment that trains pupils to be self-directed learners.

### 3) Instructional Strategies

Some techniques necessitate advanced preparation. A plan for assessing the success of the adopted strategy is a necessary component of good teaching. Spot checks can be as easy as assessing a student's oral explanation of information learned or administering a fast quiz. This theory categorizes strategies based on the number of participants in the class, small groups, pairs, and individuals. Teachers can make more educated decisions if they are aware of the distinct qualities of each technique. Understanding students and curriculum, prudent strategy selection, strategy implementation with precise instructions, monitoring, and adaptation are the keys to effective education.

#### d. The function of classroom management

The function of management can be seen in two major classifications, organic functions and complementary functions. Organic functions are related to all the functions that are run by the management, while the complementary functions are associated with all functions that though not run by the organization but should be implemented, because the implementation of complementary functions well, it will improve organizational performance. The functions of management are related to each other and can not be

separated. Usually, the function of management is not implemented in a specific order but adjusted to the interests. To wage a new organization, usually starting with the planning, followed by other functions.

Terry in Karwati and Priansa (2014) stated that the basic function of management is planning, organizing, actuating, and controlling;

#### 1) Planning in Classroom

Planning involves the teacher deciding what activities will best suit the material to be covered, what sequence of activities will have the most impact on learning and thoroughly preparing to execute those activities. Planning also includes structuring of activities to ensure harmony of communication and student-teacher interaction.

#### 2) Organizing of Classroom

Organization requires the teacher to think through the most appropriate use of resources such as physical space, physical materials, time, layout of classroom and placement of individual students either physically or in groups for a particular activity, and overall scheduling of instruction over time to accomplish goals. Organizing is (1) defining resources and activities required to achieve the organization, (2) designing and developing a working group that includes people who can bring the

organization to its objectives, and (3) assigning a person or group of people in one of responsibility.

### 3) Actuating in Classroom

The process of influencing others to achieve organizational goals. Actuating requires the teacher to actively model those behaviors which are imperative for learning. Ultimately, students must be responsible for their learning and teachers can greatly enhance the success of students by illustrating through their actions the skills needed for learning and for social interaction.

Students are more apt to learn about professionalism, commitment, and high standards of performance by observing these traits in their professors. In addition, skills such as the ability to communicate respect individuals, diffuse conflicts, and share ideas in an egalitarian manner can best be taught by modeling.

### 4) Controlling in Classroom

Controlling is the segment of classroom management that is most associated with the topic but refers to discipline in the classroom. Just as students must ultimately motivate themselves to learn, students are also responsible for their behavior. But while professors are not responsible for adult student behavior in a classroom they must learn methods to be responsive to behaviors to achieve positive results for all students in the class.

Some techniques can be used to respond to inappropriate behavior in the classroom (i.e. discipline problems) which can have positive results and prevent more extensive conflicts or behaviors to make sure that the result of appropriate activities is with the draft. The controlling process can involve several elements: a) setting work standards, b) Measuring the performance, and c) Comparing performance with standards that have been set. d) Corrected if an error occurred.

e. The role of the teacher

Teachers are regarded as professionals in contemporary society. They are expected to employ best practices as professionals to help students gain critical skills and attitudes. According to Harmer (2014), the teacher must play the following roles as a classroom manager:

1) The teacher as a controller

The teacher as a controller is the teacher who manages the entire action in the classroom during the teaching and learning activity, including the language and students' behavior.

2) The teacher as an assessor

The teacher as an assessor is the teacher who assesses the activity of students during the teaching and learning process.

3) The teacher as an organizer

To set up and start an activity, the teacher should involve the students in the task, give clear directions, and if feasible

demonstrate the activity, start the activity, and then organize feedback.

4) The teacher as a prompter/motivator

The teacher as prompter/motivator is a teacher who can give encouragement or motivation to the students in the teaching and learning process. The teacher let the student think creatively and sometimes suggest the students to say or do something.

5) The teacher as a participant

The teacher as a participant indicates that the teacher takes part in some activities in the classroom while teaching and learning.

6) The teacher as a resource

The teacher as resource/informer is a teacher who becomes the resource of information related to the development of knowledge and technology. Furthermore, the teacher also should be ready in helping the students when he or she is needed.

7) The teacher as a facilitator

The teacher as facilitator indicates that the instructor provides good services to the students, such as offering each student the opportunity to participate in activities and preparing facilities to support the teaching and learning activity. In other words, the teacher can make studying easier for the students.

#### 8) The teacher as a demonstrator

The instructor as a demonstrator means that the teacher demonstrates everything. This can be separated into two parts. The first is related to attitudes and behavior. The second is related to how the teacher explains or gives directions during their teaching.

#### f. Components of classroom management

Classroom management may be used to differentiate between effective and ineffective classes. Classes with competent class management have fewer student disruptions. The teacher's instructions will be clearly comprehended in these situations. However, if the classroom is not well-managed, the instructor will spend more time explaining and repeating the same instructions. Target learning will be tough to reach in the end. According to Marzano *et al* (2017), there are five components of Classroom management:

##### 1) 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 materials are located, where heavily used items such as pencil sharpeners are, and so on. According to teacher educator Walter Doyle (in Garrett, 2014), one of the main factors determining how much time teachers spend organizing

and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. Decisions about how to arrange the furniture, set up work areas or centers, store everyday classroom supplies and materials, and decorate the classroom are just some examples of the tasks related to the physical design of the classroom, which contribute to a teacher's ability to establish an environment conducive to social-emotional and academic learning.

## 2) 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. These elements are vital aspects of a teacher's classroom management plan (Emmer, Evertson, & Anderson, in Garrett 2014). The teachers classified as effective classroom managers had clear rules for general conduct and procedures or routines for carrying out specific tasks. Effective managers also spent time the first few days of school teaching these rules and routines. Most frequently, teachers struggle with classroom management for one of two primary reasons: (1) They do not establish rules and routines in their classroom or (2) they do not understand the difference between the two. Rules and routines both communicate an expectation about behavior. Classroom rules, though, are

generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior

### 3) Relationships

Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students. The idea of developing caring relationships is often overlooked during conversations about classroom management. Research supports the idea that the quality of relationships that exist within a classroom setting has a direct impact on a teacher's ability to develop an environment conducive to learning (Garrett, 2014).

### 4) Engaging and Motivating Instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. Teachers must understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Garrett, 2014). Effective



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

#### 5) Discipline

The fifth component is unique in the classroom management model in that it includes both preventive teaching strategies (strategies designed to keep misbehavior from happening in the first place) and responsive teaching strategies (strategies that respond to misbehaviors after they occur) (Garrett, 2014). Discipline revolves around teachers 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.

#### g. The problem in classroom management

According to Harmer (2014), the unique difficulties that instructors encounter during their practicum are equally relevant. Disruptive speech, persistent audible responses, dozing in class, and refusal to speak the target language are examples. In silence, the student insults the teacher, intimidates other students, violates school property, refuses to accept an action or penalty, and shows a lack of interest in the class. In terms of the impact of classroom management

on the teaching practicum, Macias and Sanchez (2015) recognized the following issues that teachers experience in classroom management:

1) The classroom environment

The most common classroom management difficulties instructors face, regardless of the school setting, are insufficient classroom circumstances. One such problem was the high temperatures in class, which occurred since the weather in the city was frequently very hot and the classrooms lacked air conditioning or ceiling fans. Another factor that was generally generated by different sources (people on the street, students in other classrooms, cultural and social activities inside the school, etc.) was noise from outside. Overcrowded classrooms, uncomfortable seating arrangements, and a lack of or insufficient resources were also concerns.

2) Students' explicit acts of misbehavior

Other difficulties included minor acts of misconduct such as disruptive talking, tardiness, and inability to do assignments. Disruptive conversation in the classroom is one of the issues in classroom management. This can range from distracting speech to severe acts of bad behavior such as yelling at each other, continuous inaudible responses, sleeping in class, and a refusal to speak the target language. Misbehavior is defined by Charles (1999) as behavior that is inappropriate for the environment and

situation in which it happens. He underlines that student misconduct occurs on purpose, not by accident, that is, students do something they know they should not do.

Furthermore, according to Charles (1999), teachers influence since they know their students' skills, why they establish limitations, and what parts students have learned. Typically, the teacher has imparted the intonation, word choice, and presentation technique. Teachers were also required to exhibit approval and appreciation when students cooperated in following regulations, similar to what teachers did when students engaged in disruptive behavior in class.

### 3) Students' attitudes and language levels

Other concerns included students' language levels and attitudes toward the class. These challenges included students who had difficulty comprehending or expressing themselves in English, students who were unwilling to participate, and students who lacked attention and drive in class. According to practicum supervisors in primary and secondary schools, this lack of interest and drive was sometimes accompanied by emotions of boredom and irritation, which led to students being disruptive and causing other classroom management concerns.

According to Merc and Subasi (2015), the problem of classroom management can come from both the students and the

teacher. Students' disruptions include noise, lack of involvement, naughty students, uninterested students in the course, needless talking, hyperactive students, tardiness, and lethargic students. Examples of problems caused by the teachers' factor include teacher time management, teacher anxiety, teacher attendance, teacher tardiness, and teaching strategies and styles.

h. The solution to problems in classroom management

The teacher will have to deal with some unpleasant students in class, which will have an impact on the learning outcomes, which cannot be prevented. To foresee these challenges, the teacher must find and consider acceptable solutions based on the stages of the problems at hand. Smith and Laslett (2002) propose a strategy for reducing misdemeanors. Minor offenses such as unwanted talk between students, noise happening, excessive movement, shuffling papers, and moving chairs can be reduced by establishing rules and punishments. Its goal is to control students by restricting their superfluous activities.

Furthermore, teachers must be cool, controlled, and careful when imposing punishments on students who have broken the rules. As a result, Marciniak (2015) proposes two approaches to coping with disruptive behavior: nonverbal and verbal tactics. Nonverbal approaches include body language, signaling, and eye contact. Teachers might interrupt teaching and cease talking in particular

circumstances to capture students' attention, which can raise students' awareness. In addition, nonverbal approaches include monitoring and approaching pupils' seats. While verbal approaches such as shouting out the names of bothersome students, asking for a repeat, asking questions, and even explaining the rules as a warning might be used.

Traynor (2002) states that there five strategies that teachers usually utilize in order to control their classroom as follows:

1) Coercive

When using this strategy, teachers employ offensive ways such as mocking, anger, and threatening to over power their students. However, according to Traynor (2002) and Banfield (2003) this strategy can bring harm toward students and teachers for two reasons. First, students can have mental break down after experiencing verbal abuse by their teacher in front of classroom. This may decrease their willingness to learn. Second, showing harshness to students can reflect teachers' incapability in handling the class. When students notice teacher's incapability, they had tendency to create another problem.

2) Laissez-faire

The strategy uses friendly approach to gather students' attention and cooperation. According to Traynor (2002) by acting as students' friends, teachers hope to win their heart so that they will be obedient in the class. But, Traynor also emphasizes that

there is one problem with this approach which is there is a tendency from teachers to please their students. This happens because teachers are afraid of losing students' trust and acceptance, if they do not do what students' wants. Therefore they cannot challenge them since "they cannot strive to challenge the students" (Banefield, 2003).

### 3) Task Oriented

The task oriented strategy is a method that controls a classroom by manipulating students to do tasks. Cusik (1992) as cited in Traynor (2002) states that in some cases, teachers give students tasks not because the students need to practice their skills, but it just for preventing them to become noisy and easy to control. For instance, English teachers may use many games in order to keep students' engagement in the classroom.

### 4) Authoritative

The authoritative strategy employs a set of rules to regulate a class. Arends (2012) believes that a classroom is a social setting that needs rules and procedures to guide the students inside to the right track so that they can follow the lesson and the teaching learning process smoothly. Rules and procedures will also prevent disruptive behaviors that might occur in classes (Levin & Nolan, 2003). Therefore they should be taught, demonstrated and

given examples so that it will become parts of classrooms (Levin & Nolan, 2003).

#### 5) Intrinsic

The intrinsic strategy is a method that in line with behaviorism theory that uses rewards as the enforcers. Traynor (2002) claims that the aim of this method is to form students' self control and good behaviors. Traynor says that by applying this method, teachers want students to establish the expected behavior later on though without reward in return. Teachers can do this strategy through praising and giving privileges for a student who successfully done expected behavior. For example, if a student tries to be active in class by voluntarily offer his or herself to read a text, teachers can give salutation and make him or her as a good example for the class.

Interfering students cannot be isolated from their lack of interest and motivation in learning. To overcome these issues, teachers must be savvy in selecting the best learning approach for their students. Furthermore, teachers must be more imaginative in enlivening the classroom environment. According to Arianti (2018), the role of the teacher is critical in enhancing students' learning motivation. The following is the teacher's role in improving student learning motivation:

1) Make students active in learning activities in teaching

The teacher directs students by providing knowledge and asking questions, and students complete assignments thoroughly to foster student motivation in learning, for example: after the teacher provides knowledge to students, the teacher asks questions, and students thoroughly answer questions.

2) Creating a conducive classroom atmosphere

A conducive class is secure, and pleasant, and always allows students to learn in a peaceful environment while also supporting the learning process with the intended spatial arrangement.

3) Creating varied learning methods

This diverse learning approach was established so that students are not bored and bored in a class. The idea is for students to be constantly motivated in their learning activities.

4) Increase enthusiasm for teaching

A teacher's interest in the teaching and learning process is a critical aspect of fostering student learning motivation. Students will not be motivated to learn if their teachers are not excited about the process of learning.

5) Awarding

This award might take the shape of grades, prizes, or praise, among other things, to stimulate pupils to study and strive to be the best.



6) Create activities that involve students in class

Create activities that bring students together with their classmates' friends. The purpose is for each student in the class to exchange information, thoughts, or suggestions in completing individual student tasks.

## **B. Previous Related Studies**

Research usually refers previous research. Because it can serve as references in a study there are: three relevant studies that the research take about English Teacher Classroom Management In Teaching English.

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

Second, from kociyama (2010) “Classroom Management is in structure II at the second semester of English education study program Faculty of education and teachers training State Islamic university of Sultan Thaha Saifuddin Jambi. Result of kociyama’s research is shown the implementation of classroom management of structure to aspect that is aspect of interaction classroom management and physical classroom management. Interaction

classroom management taken exchange of thought, feeling, or idea between lecture and students, and physical classroom management taken is arrangement of settlement of student chair, hygiene of classroom, and number of students in classroom. The difference between kociyama thesis and this research are first, kociyama analyzed aspects of classroom management are interaction classroom management and physical classroom management, while in this research analyzed aspect of English Teacher's classroom management in Teaching English. The similarities were in the object the same analyzed classroom management.

Third, from Indri Setyowati (2017). Classroom management applied in teaching English by the tenth grade English teacher of SMA N 1 wonosari in the academic year 2015/2016. Thesis English Education Department, Islamic Education and Teacher Training Faculty IAIN Surakarta. The result of this research show (1) that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. (2) The problem faced by English teacher was habit of the students and class discipline. To solve the problem, the teacher gave a punishment and a treatment. The difference was in the object, Indri's research object is senior High School. In this research was junior High school. The similarities were in the object the same analyzed classroom management.

Fourth, research from Arisandi, *et al* (2022) "An Analysis Of Classroom Management Problem Faced By Teachers In Teaching English". This research

is aimed at finding out how the English teachers faced the classroom management problems in teaching English. The problems that faced by English teachers in teaching English is the students' behavioral problems. There are many academic and student behavior problems faced by English teachers in the classroom which have direct impact on the teaching and learning process such as: forgetting school equipment, talking during lesson, sleeping during lesson shouting while lesson is going on, moving from seat to seat during lesson, inappropriate speech, refusing to do school tasks and assignments. To solve the problems, the teacher applied classroom management such as physical design of classroom, rules, relationship, engaging and motivating interaction and discipline. The difference was in the object, Arisandi, *et al*'s research object is English teachers of SMPN 2 Kuripan. In this research was English teacher and students at eight-grade MTs N 2 Surakarta. The similarities were in the object the same analyzed classroom management.

Fifth, research from Putri, A., and Adnan, A. (2020). An Analysis of English Teachers' Classroom Management at SMKN 3 Padang. This research aimed to analyze the typical classroom management of an English teacher in a vocational high school in Padang. The result of this research showed that classroom management in learning English at SMKN 3 Padang seen from the time and space was a wellarranged, because the time allocating is enough and the classroom atmosphere is good. Seen from the management of the teacher, was basically differ by the teachers' style. Different teacher has their own characteristics, therefore they tended to use the style they like in teaching and

learning process. Although, both teachers used English and Indonesia in the classroom, but their style to engage the students in the classroom were very different. The difference was in the object, Putri and Adnan's research object is SMKN 3 Padang. In this research was English teacher and students at eight-grade MTs N 2 Surakarta. The similarities were in the object the same analyzed classroom management

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides explanation on aspects related to research methodology which covers research design, research setting, research subject and informant, data and source of the data, techniques of collecting the data, research instrument, the trustworthiness of the data, and techniques of analyzing the data.

#### **A. Research Design**

The design of this research was qualitative research in a descriptive form. In this research, the researcher will observe the teaching-learning process for English teacher's classroom management in teaching English at eighth grades at MTs N 2 Surakarta by using a descriptive qualitative method. Descriptive methods are a problem-solving procedure by describing the condition of the subject or object of the research at a certain time base on visually real facts. Sugiono (2019) states that qualitative research is concerned with the text or subject or object of the research in a natural setting which produces descriptive data. Descriptive data is used to describe how is the English teachers' classroom management in teaching the English learning process.

#### **B. Research Setting**

##### **1. Place of research**

The research was conducted at MTs N 2 Surakarta in the academic year of 2022/2023 which is located at Suronalan, Pajang, Surakarta. MTs N

2 Surakarta is one of the junior high schools that has good accreditation in Surakarta. MTs N 2 Surakarta is divided into 2 program classes, there are Program Regular and Program Khusus. This school is one of the favorite schools because this school provides Program Khusus classes with Full Day packaging which is rarely found in other schools.

## 2. Time of research

Activity	Months										
	Aug 2022	Sept 2022	Okt. 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	March 2023	April 2023	May 2023	June 2023
Pre Observation											
Proposal writing and guidance											
Proposal seminar											
Research data collection											
Report writing and guidance											
Thesis examination											

### **C. Research Subject**

The subject of this research was the English teacher and students at eight-grade MTs N 2 Surakarta, but this research will be conducted in one class only. The researcher got the information that class 8A1 has an average value that is high among other classes, and even this classroom become a model classroom for other classes.

### **D. Data and Source of the Data**

#### 1. Data

The data of this study was information about teacher's classroom management used by the English teacher in teaching English at the eighth grade at MTs N 2 Surakarta.

#### 2. Source of the data

The source data in this research was the English teacher and the students of eighth grade at MTs N 2 Surakarta.

### **E. Techniques of Collecting the Data**

Data collection techniques that will be used in this study include observation, interviews, and documentation. Furthermore, the data collection techniques will be explained as follows:

#### a. Observation

Observation is conducted by learning the behavior, setting and interaction and how the connection of those meanings is embedded in the field (Sugiyono, 2019). Sugiyono added that there are two kinds of

observation, namely participant observation and non-participant observation. Participant observation means the researcher involves him/herself in the field and conversely for non-participant observation. In this case, the researcher used participant observation to dig up information about the specific area of the eighth grade classroom of Junior High School.

b. Interviews

The interview is a way of asking or giving information or exchanging ideas on a particular topic in a particular meeting where two or more people gathered as a means of response to communication (Sugiono, 2019). Sugiyono added that there are three kinds of interviews: unstructured interviews, semi-structured interviews, and structured interviews. In an unstructured interview, there is no specific systematical question to be asked to the respondent. Conversely, in doing a structured interview, the direction of the interview is clear based on the prepared list of questions. The last, semi-structured is the combination of both structured and unstructured interviews. The researcher first arranges the set of questions to be proposed and it is continued to the next unpredictable developed question. In this case, the researcher used a semi-structured interview.

c. Documentation

Documentation is a kind of document, including written form, physical or visual materials that is classified into three types: personal



document, official document, and popular culture document. The personal document is about individual or private, such as autobiographies and diaries. Besides, the official document is about organizational reports such as files and memos. The next popular culture document is books, films, and videos. In this part, the researcher took some official documents, including lesson plans, syllabus, and another related documents for example photos of classroom activities.

#### **F. Research Instrument**

The data collection instruments were observation, interview, and documentation. The research instrument is part of the data collection technique. As mentioned by Arikunto (2019) to facilitate the research, a research instrument is chosen as assisting tool to collect the data. From the statement above, the researcher involves the researcher herself as the main instrument. There are also some instruments used in collecting the data. They are an interview guide, an observation sheet, and some documents.

##### **1. Observation sheet**

Observation sheet as the instrument is needed to collect the appropriate data based on the topic area, specifically English teachers' classroom management in teaching English. The observation was the way the researcher conduct for the first run before doing the interview.

##### **2. Interview guide**

Interview guide is the list of questions prepared before conducting the interview. The researcher made 10 questions proposed for teachers and 10

questions for students. While doing the interview, the researcher took a note as well as recorded the conversation that would be processed as data, namely the interview transcript.

### 3. Documentation

In this part, the researcher took some official documents, including lesson plans, syllabus, and other related documents for example photos of classroom activities.

## **G. Trustworthiness of the Data**

Triangulation technique, meaning the research used a technique to collect different data to obtain data from the same source. The research used participatory observation, in-depth interviews, and documentation for the same data sources simultaneously (Sugiono, 2019). The validity of the data is known by triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (William in Sugiyono 2019). Triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin and Lincoln (2009) state that there are four techniques in triangulation. These are source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

1. Source Triangulation

In source triangulation, the researcher used many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means a technique that used more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of can be increased.

3. Methodological Triangulation

Methodological triangulation refers to the researcher using more than one method in the research. Cohen *et al* (2000) explained that methodological triangulation is using the same method on different occasions or different methods on the same object of the study. Thus, methodological triangulation is making different methods to get the validity of data.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compared the data finding with the perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with a certain theory.

Based on the explanation above, the researcher will use methodological triangulation. Methodological triangulation will be used to check the data validation from some methods of collecting data; (1)

observation, (2) interview, and (3) documentation. The researcher will use methodological triangulation by using data sources. The researcher will verify the information from observation, interview, documentation, and the data the researcher got. The researcher will use methodological triangulation that was done by comparing the data collected during the teaching and learning process in the class.

#### **H. Techniques of Analyzing the Data**

In analyzing data, researchers will use descriptive qualitative research. The qualitative method is a type of research that does not use calculations. This study will use data analysis techniques with an interactive model. According to Miles *et al.* (2014) data analysis techniques are divided into three main phrases that follow the framework of qualitative data analysis. This model starts from data collection, data reduction, data display, conclusion drawing/ verification. The explanation of this data analysis technique is as follows:

1. Data Collection

Data collection means collecting the data from observations, interviews, and documentation. The researcher does observations to know the situation and condition in the English Classroom management at eighth-grade students of MTs N 2 Surakarta.

2. Data reduction

Data reduction is summarizing, selecting, focusing, finding the theme, and finding the pattern of the data. The researcher will conclude that data

reduction is the first of three stages to eliminate the data, and only take the useful one. In this research, the researcher will collect the result of the interview, from the teachers, and students and used the only data that are needed.

### 3. Data display

Data display is displaying data in text, chart, the relationship between categories, flow chart and so on. By displaying the data, the data will be organized and are easier to be understood. The researcher will conclude that data display is the stage of data analysis where the data is displayed in a table, and text description. The researcher will display the data in the form of a table and text as it is to be easily understood by the reader.

### 4. Conclusion / Verification

Data conclusion and verification are the stage of data analysis to conclude the data that has been collected. The conclusion in qualitative research is a finding that has never been found previously. Thus, the researcher will conclude that verification is the last stage where the data is concluded as the finding of the research by explaining them descriptively. The researcher will explain the assessment result of characteristics of Classroom management. The researcher will take data through interviews. The initial conclusion was able to answer the research questions based on the qualitative data which is taken from observations, interviews, and documentation.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

The research finding consists of the description of the data found by analyzing the observation and interview based on the collecting of the data. The observation will describe the component of classroom management used by English teacher in teaching English at class 8A1 of MTs N 2 Surakarta Academic Year 2022/2023, and the interview will describe about the problems faced by English teacher in classroom management in teaching English at class 8A1 of MTs N 2 Surakarta and the solutions of the problem by English teacher in classroom management at class 8A1 of MTsN 2 Surakarta.

The researcher held the first observation on 23<sup>rd</sup> May 2023, the second observation was held on 24<sup>th</sup> May 2023, and the third was held on 25<sup>th</sup> May 2024 at class 8A1 of MTs N 2 Surakarta. The procedures of teaching and learning activities are divided into three steps, there are opening, main activities, and closing. The researcher interviewed Ms. Sunarni, an English teacher at class 8A1 MTs N 2 Surakarta, and three of the students at class 8A1. the interviews were conducted by the researcher on May 25<sup>th</sup>, 2023 directly at the MTs N 2 Surakarta. Both of the observation and interview were taken by the researcher for ensuring classroom management used by English teacher in teaching English at class 8A1 of MTs N 2 Surakarta Academic Year 2022/2023.. Below are the research finding results of observations and interviews that have been carried out by researchers:

## **1. The Component of Classroom Management used by English Teacher in Teaching English at class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023**

To answer this research question, the researcher The researcher analysed the data of observation and interview to describe about The Component of Classroom Management used by English Teacher in Teaching English. which consists of the physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and discipline. Successful teaching often depends on the ability of the teacher to manage the classroom. The ability of teachers to organize the classroom and manage the behavior of their students is critical to achieving positive educational outcomes. Then , the researcher presents the following results of observation regarding the component of classroom management used by English teacher in teaching English at class 8A1 of MTs N 2 Surakarta Academic Year 2022/2023:

### **a. Physical Design of Classroom**

Based on the first observation on 23<sup>rd</sup> May 2023 at class 8A1 of MTs N 2 Surakarta, related to the seating arrangement, the teacher of 8A1 used separate tables when the teacher asked the student to make a small group of students, the teacher then directed students to arrange their seats into a circle/square and the material of the discussion is about the conversation. The teacher changed the model in students seating to 5-6 students' desks and seating positioned students into a

square and faced the table in the group. Circle/square seating arrangement is best used for discussions and for activities where students are answering more open-ended questions. It is much easier for the teacher to work at one table while the others get on with their work. In separated tables, students might see the teacher walking around to check the student's work and help if they have difficulties. The desks together make it easy for all students in the group to see each other and to discuss. The teacher of class 8A1 manages the seating arrangement in various ways depending on the lesson activities.

Then in the second observation on 24<sup>th</sup> May 2023, the teacher used orderly rows when the teacher explained the conversation material, to the whole class and present the material using the board. When the teacher entered the classroom, she didn't change the student's seating position and directly started the learning activities in the class. Orderly rows might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a content course. The advantages of this are that the teacher can see all students, move freely around the classroom and can gain the attention of all the students. It also makes the teaching activity easier, the teacher enables to maintain eye contact with all the students in the classroom. The following is a photo of the class atmosphere with orderly rows:





Picture 1. Orderly rows in class

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 materials are located, where heavily used items such as pencil sharpeners are, and so on.

b. Rules and Routines

Based on the first observation on 23<sup>rd</sup> May 2023 at class 8A1 of MTs N 2 Surakarta, for the routines the teacher came into the classroom 08.15 a.m. followed by the researcher and the teacher greeted the students by Said "Assalamu alaikum" Students answered "Waalaiikum salam mam". After opening, the teacher checked the students' attendance. Based on the attendance list, most of the students in 8A1 always attended the meeting diligently. After that the teacher reviews the material in the previous meeting. After a few minutes, the teacher asked the students to make a group consisting of 5-6 students. The discussion material carried out at the meeting was conversation. After discussing, the teacher corrects the students' work. After the

lesson finished, the teacher reviewed the material. At 9.45 teacher closed the lesson by giving thanksfulness for the student's attention and wishing "Wassalamualaikum.wr.wb",

Then based on observations in class 8A1 on 24<sup>th</sup> May 2023, the teacher opened with greetings and prayed to start learning, not forgetting that the teacher also checked the presence of students as a disciplinary attitude and asked about the situation. The teacher came to the class on time and open the class by greeting and inviting students to pray together and check the attendance of the students. Then the teacher asked the students to prepare the module. The teacher opens with greetings and prays to start learning, before starting the lesson, the teacher remains students of the previous lesson by giving several questions about the material.

Then the teacher gives material about conversation and collects students' work that the teacher give at the previous meeting, then she also gives task and homework before she end the lesson. Then for the rules, the teacher used positive language with general rules. When students answer the question correctly, the teacher said, "Very good, good job". Positive reinforcement is used to encourage children to respond more actively, and pupils will exhibit interest and increase their engagement in daily classroom chores, responsibilities, and learning, which may instill a sense of pride and success in students., being successful and making people happy.

c. Relationships

The idea of developing caring relationships is often overlooked during conversations about classroom management. In relationships among students, the key to creating strong interpersonal relationships among students was to provide them the opportunity to engage with their peers. Based on the first observation on 23<sup>rd</sup> May 2023, in relationships among students, the teacher utilized team-building exercises to split the students into six groups to work together on tasks that require a small group to complete successfully. In the teacher-student interaction, before the session begins, the teacher frequently asks open-ended questions of the students.

This activity was designed to encourage pupils to talk more. It was to encourage students to communicate, and when the teacher read text from the text and asked students to read one line from the text and point other students to interpret it, it was to encourage students to talk. And ask and answer questions with the kids on the tasks they have completed. Interaction between teacher and students is evident regularly in this classroom. The classroom will be a space for each member to express their thoughts and work together if the teacher-student relationship is solid.

d. Engaging and Motivating Instruction

Engaging education is the fourth component of classroom management, and it entails adopting instructional approaches to boost

students' motivation and interest in learning. Teachers must recognize that engaging, inspiring education and good classroom control are mutually exclusive. Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly. First, plan the materials needed. Based on the first observation on 23<sup>rd</sup> May 2023, the second observation on 24<sup>th</sup> May 2023, and the third observation on 25<sup>th</sup> May 2023, the teacher uses textbooks, modules, and dictionaries that have been provided by the school to convey material and students use any object to do role play and depending on the material being taught, the teacher provides material using a module which contains material about conversation. Each student has a module to make it easier for the teacher to deliver material or give assignments.

Second, when the teacher gives instructions, the teacher also asked students after the teacher finished giving the material. If there are students who do not understand, the teacher will repeat it and ask students to look for things that are difficult to understand to ask the teacher. When giving instructions to students, the teacher uses simple greetings, such as good morning everyone, hello everyone. This means that when the teacher gives instructions to students, this can make students relax before starting learning. Students do not feel

bored when the teacher can create an interesting and fun atmosphere in class.

e. Discipline

The fifth component is unusual in the classroom management model in that it contains both preventative teaching tactics (strategies meant to discourage misbehavior from occurring in the first place) and responsive teaching strategies (strategies designed to respond to misbehaviors once they occur). Discipline revolves around teachers 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.

For example, based on the first observations on 23<sup>rd</sup> May 2023, during the discussion, several children seemed busy by themselves and did not follow the discussion in their group, thus disturbing their other friends. The teacher realized this and reprimanded the busy student by calling his name and telling him to be quiet. The teacher instills discipline by issuing a warning to students who do not pay attention to the learning process. The teacher reprimands students by employing therapy such as having them repeat what the teacher has said about the content being taught, and the teacher never physically punishes students. When a student disturbs learning in class while the teacher is lecturing, the teacher simply shouts the student's name out loud, causing the student to cease what he or she is doing. Then for

the form of teacher discipline, it is shown from the arrival of the teacher to the class who is always on time, in the sense that entering class according to the teaching schedule, she also rarely holds free hours for students.

## **2. The Problems Faced by English Teacher in Classroom Management in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023**

To answer this second problem statement the researcher conducted semi-structured interviews and observation to describe about with Ms. Sunarni as English teacher at class 8A1 MTs N 2 Surakarta, and three students of class 8A1, the most common problem in used classroom management was from the students. The problems were students' explicit acts of misbehavior and students' attitudes and language levels.

### **a. Students' explicit acts of misbehavior**

Based on the interview, the first problem was students' explicit acts of misbehavior. Student misconduct occurs on purpose, not by accident, that is, students do something they know they should not do.

The following is expressed by Ms. Sunarni:

*“Iya jadi masalah yang dihadapi itu ketika pembelajaran sudah akan dimulai begitu ada siswa yang datang terlambat, kemudian ada pula siswa yang suka mengganggu siswa yang lain yang sedang fokus belajar ataupun diskusi, jadi ketika diskusi berlangsung maupun proses belajar mengajar berlangsung, ada siswa yang asik sendiri, tidak memperhatikan guru, kadang dia jalan menghampiri kelompok lain, namun ada pula yang cenderung kurang aktif dan malah tidur dikelas”.*

“Yes, the problem is that when learning is about to begin, there are students who arrive late, then there are also students who like to disturb other students who are focused on studying or discussing, so when the discussion takes place or the teaching and learning process takes place, there are students who are engrossed in themselves, not paying attention to the teacher, sometimes he walked over to other groups, but some tend to be less active and even sleep in class”.

It can also be seen in the photos below which show that the student who sits at the very front and several other students behind seem to pay less attention to the teacher in front of the class:



Picture 2. Students at the front chatting with friends



Picture 3. Students did not pay attention to the teacher

Based on the interview, the first problem faced by English teacher in classroom management in teaching English at class 8A1 of MTs N 2 Surakarta is students' explicit acts of misbehavior, which includes there are students who come late when the teacher will start learning, then, there are students who like to disturb other students who are focused on studying or discussing, and then, some tend to be less active and even sleep in class. Furthermore, the results of an interview with Aurel, one of the students in class 8A1 also stated that there were friends who were either nosy or disobedient when the teaching and learning process was in progress. According to her, some of her friends were often busy and did not pay attention to the teacher. She was disturbed by them. When she asked if there was anything that made her feel uncomfortable during class, she replied that there were



friends who liked to make noise in class, both when the teacher was teaching and when the teacher was not in class.

Then the results of the interview with Fauzan also stated that he was annoyed by his friends who like to make noise in class, according to him even when there was a teacher explaining material in front of the class there were friends who were just having fun chatting with students behind them. The results of the interview with Nadia also showed the same results, based on her confession that there were friends who did not pay attention to the teacher in class, and even disturbed other friends who were focused on studying.

b. Students' attitudes and language levels

Other concerns include students' language levels and attitudes toward class. The following is expressed by Ms. Sunarni:

*“Tidak semua siswa memiliki kemampuan belajar yang sama di kelas, ada yang tinggi, sedang, ada pula yang tergolong rendah. Siswa yang memiliki kemampuan yang rendah cenderung sering mengalami kesulitan dalam memahami materi yang saya sampaikan di kelas, apalagi jika ada siswa lain yang mengganggu, pasti akan semakin mengganggu konsentrasi belajar siswa yang lain. Ada pula beberapa siswa yang kurang berpartisipasi dalam diskusi, dengan kata lain dia pasif dalam diskusi kelompok tersebut. Saya juga mendapati ada siswa yang kurang memiliki motivasi dalam belajar, dapat dilihat dari rendahnya perhatian siswa tersebut terhadap materi yang disampaikan serta rendahnya nilai yang didapat”*

“Not all students have the same learning ability in class, some are high, medium, and some are low. Students who have low abilities tend to often have difficulty understanding the material that I convey in class, especially if other students disturb it, it will disturb the concentration of other students' learning. There were also

some students who did not participate in the discussion, in other words, they were passive in the group discussion. I also found that there were students who lacked motivation in learning, it can be seen from the low attention of these students to the material presented and the low grades obtained”.

Based on the interview above, the first problem faced by English teacher in classroom management in teaching English at class 8A1 of MTs N 2 Surakarta is students' attitudes and language levels, which includes not all students having the same learning ability in class, then, some students did not participate in the discussion, they were passive in the group discussion, and then some students lacked motivation in learning. The results of the interview were reinforced by Aurel, one of the students in the class who stated that some of her friends did have lower abilities in understanding the material presented, then she also added that there were friends who were lazy to study, this shows that these students have low learning motivation.

Furthermore, the results of the interview with Fauzan stated that there were friends who had difficulty understanding the material in class, sometimes he himself also experienced the same difficulties. The results of the interview with Nadia stated that there were some of her friends who were rarely active when participating in class discussions, so only certain students actively participated in discussions. Those who are passive tend to be silent and just comply with the results of group discussions.

### 3. The Solutions of The Problem by English Teacher in Classroom Management at Class 8A1 of MTsN 2 Surakarta

To answer this third problem statement, the researcher used interview. Based on the results of the interview with Ms. Sunarni as English teacher at class 8A1 MTs N 2 Surakarta, the solution she used to overcome problems by the English teacher in class management at class 8A1 MTsN 2 Surakarta included nonverbal, verbal and task-oriented.

#### a. Nonverbal

Nonverbal is used for solutions to problems faced by English teachers in classroom management in teaching English at class 8A1, namely Students' explicit acts of misbehavior. The following are the results of teacher interviews when asked about the solutions used:

*“Ketika ada siswa yang kurang mampu dalam memahami materi yang ada dikelas, maka saya akan bertanya dan mengulang materi tersebut secara perlahan, terkadang saya menghampiri tempat duduk siswa yang saya rasa memiliki tingkat pemahaman yang rendah. Hal tersebut saya lakukan agar siswa tersebut tidak tertinggal jauh oleh temannya. Selanjutnya jika ada siswa yang memiliki motivasi yang rendah saat mengikuti pembelajaran dikelas, maka saya berusaha membangkitkan motivasi dengan memilih metode pembelajaran yang lebih tepat agar minat belajar siswa meningkat”*

“When there are students who are unable to understand the material in class, then I will ask and repeat the material slowly, sometimes I approach the seats of students who I feel have a low level of understanding. I did this so that the student would not be left behind by his friends. Furthermore, if there are students who have low motivation when participating in class learning, then I try to generate motivation by choosing a more appropriate learning method so that students' learning interest increases”.

b. Verbal

Verbal is used for solutions to problems faced by English teachers in classroom management in teaching English at class 8A1, namely Students' attitudes and language levels. The following are the results of teacher interviews when asked about the solutions used:

*“yaa solusinya yang pasti itu, pertama ketika ada siswa yang datang terlambat pasti saya tegur dan saya tanya kenapa datangnya terlambat, serta memintanya untuk tidak mengulanginya lagi, terkadang jika saya sudah mulai jengkel maka saya akan membiarkannya masuk kelas begitu saja meskipun terlambat dan mendiamkannya selama proses belajar mengajar berlangsung, atau dengan kata lain tidak memperhatikannya didalam kelas. Kemudian ketika diskusi kelas berlangsung namun ada siswa yang mengganggu, maka saya akan menegurnya dengan meneriakkan namanya dan memintanya untuk tenang. Lalu jika ada siswa yang tidur dikelas ataupun kurang aktif dalam mengikuti proses pembelajaran, saya akan menghampiri ke tempat duduknya dan memberikan teguran kecil agar dia kembali fokus pada materi, kadang saya minta siswa yang ketiduran untuk mencuci muka agar dia kembali segar”*

“Yes, the certain solution is, first, when there are students who come late, I will definitely warn them and ask them why they are late, and ask them not to do it again, sometimes if I'm getting annoyed then I'll just let him enter the class even though it's late and silence him during the teaching and learning process, or in other words don't pay attention to him in class. Then when a class discussion was taking place but a student was disturbing, I would rebuke him by shouting his name and asking him to calm down. Then if there are students who sleep in class or are less active in following the learning process, I will approach their seat and give a small warning so that they can focus on the material again, sometimes I ask students who fall asleep to wash their faces so that they will come back freshly”.

c. Task-oriented

Task-oriented is used for solutions to problems faced by English teachers in classroom management in teaching English at class 8A1, namely Students' explicit acts of misbehavior. The following are the results of teacher interviews when asked about the solutions used:

*“Jika suatu saat ada siswa yang kedapatan mengulangi datang terlambat ke kelas lagi maka akan ada hukuman seperti membersihkan kelas ataupun memberinya pertanyaan untuk dijawab”*

“If one day a student is caught repeating coming late to class again, there will be punishments such as cleaning the class or giving him questions to answer”

Based on the results of interview above, the solutions of the problem by English teacher in classroom management at class 8A1 of MTsN 2 Surakarta were nonverbal, verbal, and task-oriented. Nonverbal includes the silence that is carried out by the teacher when there are students who come late to class, the teacher also approaches students who are sleeping in class. While verbal include reprimanding students who arrive late, giving small punishments to students who lack discipline in class, shouting or calling students' names with a slightly high intonation for students who make noise in class, and providing motivation to students to increase their interest in learning. Apart from nonverbal and verbal, it was also found that the teacher used task-oriented to deal with students who often came late to class, namely by asking the students to clean the classroom or giving them questions to answer.

The results of the interview were supported by the results of the interview that was conducted with Aurel, when asked how the teacher's position was when teaching, she said that when the teacher taught the teacher sometimes stood in front of the class, the corner of the class, or walked around in the class. If there are friends who make noise or are undisciplined, the teacher will approach the student and tell him to be quiet. Then the interview with Fauzan stated that in dealing with busy students, the teacher usually called the student's name and admonished him to immediately shut up and pay attention to the lesson. The teacher also often approaches his students at the table, including his desk to make sure that he understands the material being taught. Likewise the results of the interview with Nadia stated that if there were students who disrupted learning activities in class, the teacher would immediately reprimand them.

## **B. Discussion**

### **1. The Component of Classroom Management used by English Teacher in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023**

According to Rukmana and Suryana (2014) Classroom management is a set of activities undertaken by teachers to create and maintain ideal conditions for the teaching and learning process to take place. Based on the research finding, it was shown that the component of classroom management used by English teacher in teaching English at class 8A1 of MTs N 2 Surakarta Academic Year 2022/2023 is divided into five

components. There was a physical design of classrooms such as seating arrangement which include separate tables and orderly rows, teacher rules and routines, which includes teacher rules and routines in carrying out the teaching and learning process in class, starting from the teacher opening with greetings and prays to start learning, checked the presence of students, giving materials, giving assignments or homework, collecting student work, and using positive language to appreciate student, then relationship among students and teacher-students, in relationships among students, the teacher utilized team-building exercises to split the students into six groups to work together on tasks that require a small group to complete successfully.

In the teacher-student interaction, before the session begins, the teacher frequently asks open-ended questions of the students. This activity was designed to encourage pupils to talk more and encourage students to communicate. Then, engaging motivational instruction such as planning the material needed and when the teacher gives instructions, the teacher also asked students after the teacher finished giving the material, and the last component is discipline teacher. The teacher instills discipline by issuing a warning to students who do not pay attention to the learning process. Based on the result of the observation, the component of classroom management in teaching English at class 8A1 of MTs N 2 Surakarta was appropriate and varied, students seemed to follow the lesson comfortably and enthusiastically, although some students were found to be

less active in participating in the teaching and learning process. The results of the study also show that classroom management in teaching English in class 8A1 MTs N 2 Surakarta has achieved the objectives of classroom management, namely helping students to find out behavior that is in accordance with class rules and understanding that if a teacher's reprimand is a warning, not anger, it evokes the student's obligation to engage in tasks and activities, then be able to develop an understanding of the teacher in delivering material with a smooth opening and appropriate pace and learn how to respond effectively to student behavior (Djamarah and Zain (2010).

The results of these observations are supported by the results of the interviews that the researchers conducted with Ms. Sunarni, when asked about the general description of the implementation of class management in teaching English at class 8A1, she stated that classroom management has been adopted, but it is still limited by a lack of supporting facilities for learning English, such as teaching aids and so on. Then, in response to the implementation of classroom management in the teaching of English in class 8A1, she replied that the implementation of classroom management in class 8A1 based on lesson plans had been completed. So that English learning may go smoothly, from class arrangements, techniques, and strategies to the teacher's grasp of student character.

The result of this research is supported the research that has been done by Kociyama (2010). Result of kociyama's research is shown the implementation of classroom management of structure to aspect that is



aspect of interaction classroom management and physical classroom management. Interaction classroom management taken exchange of thought, feeling, or idea between lecture and students, and physical classroom management taken is arrangement of settlement of student chair, hygiene of classroom, and number of students in classroom. Then research by Indri Setyowati (2017), the result of this research show that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline.

## **2. The Problems Faced by the English Teacher in Classroom Management in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023**

Based on research findings, it was found that the problems faced by the English teacher in Classroom Management in Teaching English at Class 8A1 of MTs N 2 Surakarta In The Academic Year 2022/2023, include students' explicit acts of misbehavior dan students' attitudes and language levels. Included in students' explicit acts of misbehavior are, first, when learning is about to begin, there are students who arrive late, second, there are students who like to disturb other students who are focused on studying or discussing, and third, some tend to be less active and even sleep in class.

Furthermore, what is included in students' attitudes and language levels is first, not all students have the same learning ability in class, some

are high, medium, and some are low, second, some students who did not participate in the discussion, in other words, they were passive in the group discussion, and third there were students who lacked motivation in learning. According to Harmer (2014), the unique difficulties that teachers encounter during their learning are equally relevant. Disruptive speech, persistent audible responses, dozing in class, and refusal to speak the target language are examples.

The results of this study add to information related to the problems faced by English teachers in Classroom management in research that has been conducted by Indri Setyowati (2017) which stated that the problem faced by the English teacher was the habit of the students and class discipline. Then research by Arisandi, *et al* (2022) the result shown that the problems faced by English teachers in teaching English is the student's behavioral problems. There are many academic and student behavior problems faced by English teachers in the classroom which have direct impact on the teaching and learning process such as: forgetting school equipment, talking during lesson, sleeping during lesson shouting while lesson is going on, moving from seat to seat during lesson, inappropriate speech, refusing to do school tasks and assignments.

### **3. The Solutions of The Problem by the English Teacher in Classroom Management at class 8A1 of MTsN 2 Surakarta.**

Based on research findings, it was found that the solutions of the problem by English teacher in classroom management at class 8A1 of

MTsN 2 Surakarta included nonverbal, verbal, and task oriented. What is included in nonverbal is the silence that is carried out by the teacher when there are students who come late to class, the teacher also approaches students who are sleeping in class.

Furthermore, what is included in verbal is reprimanding students who arrive late, giving small punishments to students who lack discipline in class, shouting or calling students' names with a slightly high intonation for students who make noise in class, and providing motivation to students to increase their interest in learning. teachers must be cool, controlled, and careful when imposing punishments on students who have broken the rules. The results in this study have referred to Marciniak's theory (2015) which states two approaches to coping with disruptive behavior: nonverbal and verbal tactics. Nonverbal approaches include body language, signaling, and eye contact. While verbal approaches such as shouting out the names of bothersome students, asking for a repeat, asking questions, and even explaining the rules as a warning might be used (Marcianiak, 2015).

It was also found that the teacher used task-oriented to deal with students who often came late to class, namely by asking the students to clean the classroom or giving them questions to answer. The task-oriented strategy is a method that controls a classroom by manipulating students to do tasks. Cusik (1992) as cited in Traynor (2002) states that in some cases,

teachers give students tasks not because the students need to practice their skills, but it just for preventing them easy to control.

The results of this study also add to information related to the problems faced by English teachers in Classroom management in research that has been conducted by Indri Setyowati (2017) which stated that to solve the problem, the teacher gave a punishment and a treatment. Then research by Arisandi, *et al* (2022) stated that to solve the problems that faced by English teachers in teaching English, the teacher applied classroom management such as physical design of classroom, rules, relationship, engaging and motivating interaction and discipline.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the results of data analysis that has been carried out by researchers, the conclusions that can be drawn in this study are:

1. The Components of Classroom Management used by the English Teacher in Teaching English at Class 8A1 of MTsN 2 Surakarta in the Academic Year 2022/2023

It is divided into five components: 1) physical design of classrooms such as seating arrangement which include separate table and orderly rows, 2) teacher rules and routines, which includes teacher rules and routines in carrying out the teaching and learning process in class, 3) relationship among students and teacher-students 4) engaging motivational instruction such as plan material needed and when the teacher gives instructions, the teacher also asked students after the teacher finished giving the material, and 5) discipline, the teacher instills discipline by issuing a warning to students who do not pay attention to the learning process. The component of classroom management in teaching English at class 8A1 of MTs N 2 Surakarta was appropriate and varied, students seemed to follow the lesson comfortably and enthusiastically.

2. The Problems Faced by the English Teacher in Classroom Management in Teaching English at Class 8A1 of MTsN 2 Surakarta in the Academic Year 2022/2023.

It was found that the problems faced by the English teacher in classroom management in teaching English at class 8A1 of MTs N 2 Surakarta include students' explicit acts of misbehavior dan students' attitudes and language levels.

### 3. The Solutions of the Problem by the English Teacher in Classroom Management at Class 8A1 of MTsN 2 Surakarta in the Academic Year 2022/2023.

It was found that the solutions of the problem by English teacher in classroom management at class 8A1 of MTsN 2 Surakarta included nonverbal: including the silence that is carried out by the teacher when there are students who come late to class, the teacher also approaches students who are sleeping in class, verbal: including reprimanding students who arrive late, giving small punishments to students who lack discipline in class, shouting or calling students' names with a slightly high intonation for students who make noise in class, and task-oriented: including asking the students to clean the classroom or giving them questions to answer.

## **B. Suggestion**

Based on the result of this research, then the suggestions that researchers can give are as follows:

### 1. For the Teacher

The teacher must reach the learning objectives, by completing all components of classroom management, the teaching and learning process

will also provide good communication between students in the class and learning process methods that are following the lesson plans.

Based on the findings of this study, it is hoped that it can assist teachers in implementing better classroom management. Teachers are expected to always develop and improve their teaching strategies in teaching English to improve student learning outcomes.

## 2. For the Students

The 8A1 class of MTsN 2 Surakarta of MTs N 2 Surakarta should more pay attention and be more active while the teaching and learning process, so they can understand the material given by the teacher easily.

## 3. For other researchers

The researcher realizes that this research is not perfect. There are still many weaknesses related to theory or method because of the limited ability of researchers. The researcher also understands that this research only makes a small contribution regarding classroom management in teaching English. Other researchers may be able to develop this research with their own material and other suitable methods for students to provide a new dimension to the world of education. However, the researcher believes that this research will be useful and this research can be used as a starting point to cover topics related to classroom management in teaching English more completely and comprehensively.

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# APPENDICES

### Appendix 1. Students List of 8.A.1

No	Name	Gender
1	Achmad Mustofa Faris	Laki-laki
2	Ahmmad Nabiil Mukti Praja	Laki-laki
3	Aira Bunga Anjelu	Perempuan
4	Alifia Zahwa Nurul Afifah	Perempuan
5	Alifya Aqila Azzahra	Perempuan
6	Arkan Fattah	Laki-laki
7	Arumi Shafa Widaprama	Perempuan
8	Aurel Azzahra Rara Zavitri	Perempuan
9	Chairunnisa Salma Ekayana	Perempuan
10	Checilia Putri Andani	Perempuan
11	Diajeng Ramadhina Putri	Perempuan
12	El Nino Muhammad Keefe	Laki-laki
13	Embun Shafina Hayati	Perempuan
14	Fauzan Al Ansori	Laki-laki
15	Hanan Rafly Saputra	Laki-laki
16	Hawwa Iftinan Karimah Ningtyas	Perempuan
17	Hilya Diandra Putri Hariadi	Perempuan
18	Irsyadi Putri Ramadhani	Perempuan
19	Luna Akhdan Asyani	Perempuan
20	Maydina Nuruzzahra	Perempuan
21	Muhammad Aziz Prahutama	Laki-laki
22	Muhammad Nur Seto Wahyu Saputra	Laki-laki
23	Nadia Niscita Salsabila	Perempuan
24	Rajendra Putra Nugraha	Laki-laki
25	Salma Nibras Nurfadilah	Perempuan
26	Salma Uraghiza Sigit Azzahra	Perempuan

27	Tsaniya Nur Putriyawan	Perempuan
28	Vanesya Jasmine Khairunnisa	Perempuan
29	Violetta Octora Octa Luthfa Pambudi	Perempuan
30	Yusuf Aditya Nugroho	Laki-laki

## Appendix 2. Rencana Pelaksanaan Pembelajaran (RPP)

### Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N 2 Surakarta  
 Kelas/Semester : Kelas VIII / Genap  
 Mata Pelajaran : Conversation  
 Tahun Pelajaran : 2022/2023  
 Waktu : .... Pertemuan

<p><b>A. TUJUAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Siswa mengenal vocab yang umum pada pengumuman</li> <li>2. Siswa memahami dan menghafal kosa kata terkait announcement</li> </ol> <p><b>B. KOMPETENSI DASAR</b></p> <p>3.3 Siswa mampu menghafal kosa kata yang berhubungan dengan pengumuman , pemberitahuan dan atau slogan</p> <p><b>C. MATERI ESENSI</b></p> <p>Announcement</p> <p><b>D. METODE</b></p> <p>Diskusi, Ceramah, Tanya jawab</p> <p><b>E. MEDIA/SUMBER BELAJAR</b></p> <p>Booklet, Bupena Erlangga</p>	<p><b>F. KEGIATAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dan cek kehadiran.</li> <li>2. Siswa mengamati beberapa text pengumuman</li> <li>3. Guru membimbing siswa dalam diskusi terkait kosa kata dalam text announcement.</li> <li>4. Siswa mencari makna dari masing-masing kosa kata.</li> <li>5. Guru melatih siswa untuk membaca kosa tersebut dengan benar.</li> <li>6. Guru memberi penugasan menghafal kosa kata terkait.</li> </ol> <p><b>G. PENILAIAN</b></p> <p>Lisan dan Observasi keaktifan</p>
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Mengetahui  
 Kepala Madrasah

MTsN 2 Surakarta, Mei 2023  
 Guru Mata Pelajaran

Syamuji, M.Pd

Sunarni, S.Pd

## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N 2 Surakarta  
 Kelas/Semester : Kelas VIII / Genap  
 Mata Pelajaran : Conversation  
 Tahun Pelajaran : 2022/2023  
 Waktu : .... Pertemuan

<p><b>A. TUJUAN PEMBELAJARAN</b>          Siswa mampu berkomunikasi secara lisan dan tulis terkait dengan pengumuman dan pemberitahuan.</p> <p><b>B. KOMPETENSI DASAR</b></p> <p><b>4.3 Siswa mampu membuat pernyataan pegumuman, pemberitahuan secara lisan dan tulis.</b></p> <p><b>C. MATERI ESENSI</b>          Announcement</p> <p><b>D. METODE</b>          Penugasan</p> <p><b>E. MEDIA/SUMBER BELAJAR</b>  <b>Zoom</b></p>	<p><b>F. KEGIATAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dan cek kehadiran.</li> <li>2. Siswa presentasi hasil penugasan lewat zoom.</li> <li>3. Guru memberikan evaluasi dan masukkan dari hasil tugas siswa.</li> </ol> <p><b>G. PENILAIAN</b>  <b>Tertulis dan Lisan</b></p>
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Mengetahui  
 Kepala Madrasah

MTsN 2 Surakarta, Mei 2023  
 Guru Mata Pelajaran

Syamuji, M.Pd.

Sunarni, S.Pd

**Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Madrasah : MTs N 2 Surakarta  
 Kelas/Semester : Kelas VIII / Genap  
 Mata Pelajaran : Conversation  
 Tahun Pelajaran : 2022/2023  
 Waktu : .... Pertemuan

<p><b>A. TUJUAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Siswa mampu membuat kalimat deklaratif</li> <li>2. Siswa mampu membuat announcement, slogan secara sederhana</li> </ol> <p><b>B. KOMPETENSI DASAR</b></p> <p><b>4.3 Siswa mampu membuat pernyataan pegumuman, pemberitahuan secara lisan dan tulis.</b></p> <p><b>C. MATERI ESENSI</b></p> <p>Announcement</p> <p><b>D. METODE</b></p> <p>Ceramah, demonstrasi, dan penugasan</p> <p><b>E. MEDIA/SUMBER BELAJAR</b></p> <p><b>Buku Paket, Internet</b></p>	<p><b>F. KEGIATAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dan cek kehadiran.</li> <li>2. Guru mendemonstrasikan langkah-langkah membuat pengumuman</li> <li>3. Guru memberikan penugasan membuat pengumuman.</li> <li>4. Guru menutup pembelajaran</li> </ol> <p><b>G. PENILAIAN</b></p> <p><b>Observasi dan penugasan</b></p>
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Mengetahui  
Kepala Madrasah

Guru Mata Pelajaran

Syamuji, M.Pd

Sunarni, S.Pd



### Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah	: MTs N 2 Surakarta
Kelas/Semester	: Kelas VIII / Genap
Mata Pelajaran	: Conversation
Tahun Pelajaran	: 2022/2023
Waktu	: .... Pertemuan

<p><b>B. TUJUAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Siswa lancar dalam pelafalan dan pengucapan kosakata terkait announcement</li> <li>2. Siswa memahami makna kata dalam kosa kata terkait announcement</li> </ol> <p><b>B. KOMPETENSI DASAR</b></p> <p style="text-align: center;"><b>4.3 Siswa mampu membuat pernyataan pegumuman, pemberitahuan secara lisan dan tulis.</b></p> <p><b>C. MATERI ESENSI</b></p> <p>Announcement</p> <p><b>D. METODE</b></p> <p>Tanya Jawab</p> <p><b>E. MEDIA/SUMBER BELAJAR</b></p> <p style="text-align: center;"><b>Internet-zoom</b></p>	<p><b>F. KEGIATAN PEMBELAJARAN</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dan cek kehadiran.</li> <li>2. Siswa setor hafalan kosa kata terkait dengan announcement</li> </ol> <p style="text-align: center;"><b>G. PENILAIAN</b></p> <p style="text-align: center;"><b>Lisan</b></p>
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Mengetahui  
Kepala Madrasah

Syamuji M.Pd

MTsN 2 Surakarta, Mei 2023  
Guru Mata Pelajaran

、  
Sunarni S.Pd

### Appendix 3. SILABUS

**SILABUS PEMBELAJARAN  
KELAS PROGRAM KHUSUS DAN FULL DAY MTs NEGERI 2 SURAKARTA  
TAHUN PELAJARAN 2022/ 2023**

**MATA PELAJARAN : BAHASA INGGRIS  
KELAS : VIII  
SEMESTER : GASAL – GENAP**

NO	MATERI POKOK	INDIKATOR PENCAPAIAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
Semester Gasal						
1	Introduction (Speaking)	Siswa dapat <ol style="list-style-type: none"> <li>Memperkenalkan diri dalam bahasa Inggris</li> <li>Membuat monolog Self Introduction (memperkenalkan diri sendiri) dalam bahasa Inggris yang mengandung ungkapan “Asking Attention &amp; Giving opinion “ (Menarik perhatian, mengungkapkan pendapat)</li> </ol>	Membuat monolog sederhana tentang “Self Introduction dan ungkapan “Asking attention & Giving opinion”	Unjuk Kerja (Speaking Performance)	1 x pertemuan (@x80 menit)	
1	Vocabulary	Siswa dapat menghafal kosa kata dan ungkapan tentang : <ol style="list-style-type: none"> <li>Meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat</li> </ol>	Game Quiz Menghafal	Setoran hafalan	@ x 80 menit	Booklet  Buku bright ( erlangga )  English dictionary

		<ol style="list-style-type: none"> <li>2. Memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan</li> <li>3. Memberi dan meminta informasi terkait keharusan, larangan, dan himbauan</li> <li>4. Menyuruh, mengajak, meminta ijin</li> <li>5. Short functional text ( greeting card )</li> <li>6. Memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</li> <li>7. Memberi dan meminta informasi terkait dengan tindakan / kegiatan yang dilakukan secara rutin, sedang terjadi dan telah terjadi ( regular dan irregular verb )</li> </ol>				
2	Conversations	<p>Siswa dapat berkomunikasi secara lisan dalam materi :</p> <ol style="list-style-type: none"> <li>1. Meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat</li> <li>2. Memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan</li> <li>3. Memberi dan meminta informasi terkait keharusan, larangan, dan himbauan</li> <li>4. Menyuruh, mengajak, meminta ijin</li> </ol>	Role play	Praktek berbicara	@ x 80 menit	

		<ul style="list-style-type: none"> <li>5. Memberi ucapan selamat ( congratulation )</li> <li>6. Memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</li> <li>7. Memberi dan meminta informasi terkait dengan tindakan / kegiatan yang dilakukan secara rutin, sedang terjadi dan telah terjadi</li> </ul>				
Semester genap						
3	Vocabulary	<ul style="list-style-type: none"> <li>1. Siswa mampu menghafal kosa kata tentang perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya.</li> <li>2. Siswa mampu menghafal kosa kata regular dan irregular verb.</li> <li>3. Siswa mampu menghafal kosa kata yang berhubungan dengan pengumuman , pemberitahuan dan atau slogan</li> </ul>	Games	Setoran hafalan		
4	Speaking	<ul style="list-style-type: none"> <li>1. Siswa mampu berkomunikasi dengan lancar dalam membandingkan benda.</li> <li>2. Siswa mampu bercerita tentang peristiwa yang ia alami beberapa waktu yang lalu</li> <li>3. Siswa mampu membuat pernyataan pegumuman, pemberitahuan secara lisan dan tulis.</li> </ul>	Role play Games			

Mengetahui  
Kepala Madrasah

Syamuji, M.Pd

Surakarta, Mei 2023  
Guru Mapel

Sunarni, S.Pd

#### Appendix 4. FIELD NOTE

Number : 1  
Title : First Observation  
Time : Tuesday, 23<sup>rd</sup> May 2023

The first observation was held on Tuesday, 23<sup>rd</sup> May 2023 at 08.15. The teacher came into the classroom 08.15 a.m. followed by the researcher and the teacher greeted the students by Said “Assalamu alaikum” Students answered “Waalaiikum salam mam”. The teacher said “Where is the leader? Please one-person leader to pray”. After prayer, the teacher said “Good morning students”. The student responded it by answering the greeting. The researcher was sitting back while making field note from the entire teaching-learning process. In the seating arrangement, the teacher used separate tables when teaching material. The teacher changed the model in students seating to 5-6 students' desks and seating positioned students into a square and faced the table in the group. The desks together make it easy for all students in the group to see each other and to discuss. The teacher of class 8A1 manages the seating arrangement in various ways depending on the lesson activities.

After opening, the teacher checked the students' attendance. In checking attendance, the teacher checks their name one by one. Two students did not come to the class because sick. Based on the attendance list, most of the students in 8A1 always attended the meeting diligently. Then the teacher asked, “What material we discussed last week?” One of the students said about vocabulary mam. The teacher said “If do you think so it is vocabulary or not?” students answered, “Yes mam it is vocabulary”. By asking those questions students would remember and review the previous lesson that had been learned because the materials always have a relationship with the other materials. In this meeting, the material was Conversation at the previous meeting the teacher gave material about vocabulary. After a few minutes, the teacher asked the students to make a group consisting of 5-6 students. During the discussion, several children seemed busy by themselves and did not follow the discussion in their group, thus disturbing their other friends. The teacher realized this and reprimanded the busy student by calling his name and telling him to be quiet. After a few minutes the discussion took place, the teacher said, “Ok please collect your homework and open your textbook to page forty”. Some brave students raise their hands to explain the definition of conversation, the teacher gives five minutes to prepare an answer about the definition of conversation without reading.

Students raise their hand. teacher said “One two three, just three ya?”. “Ya Hilya please explain without reading and according to your own word” and teacher respond the student answered by said “Claps hands its very good”. The teacher conclude the conversation and teacher said “Please open your book, see chapter two about conversation open page thirty-two and analysed the dialogue and identify the conversation and give ten minutes for each group. The teacher allocates ten minutes for students to complete the task. The teacher asks students to do their tasks in group. In 9.30 a.m the teacher said, “two minutes more”. Students responded, “Group two is finish mam,” teacher said “Ya please group three hurry up and for another group listen group two and compare in you answer”. Then give praise for student who answers the questions completely correctly. The teacher said, “Good job”. After the students have finished answering the questions, the teacher discusses it one by one based on the number of the question. After the discussion have finished, the teacher corrects the students’ work. Teacher said” Ya, all of students please claps your hands to your friend and any other who have a different answer. I think in the classroom you all a smart and active respond the question.

After the lesson finished, the teacher reviewed the material. The teacher wanted the students to learn the material and do the evaluation at home individually and can give the homework. The teacher commented on students’ performance and suggestions toward what should be improved their ability and gave motivation to the students in order always keep the spirit. At 9.45 teacher closed the lesson by giving thanks fulness for the student's attention and wishing

“Wassalamualaikum.wr.wb”



Number : 2

Title : Second Observation

Time : Wednesday, 24<sup>th</sup> May 2023

The second observation was held on Wednesday, 24<sup>th</sup> May 2023 at 8.15 a.m. As in the previous meeting, the teacher came to the class on time and open the class by greeting and inviting students to pray together and check the attendance of the students. Then the teacher asked the students to prepare the module. When the bell rang, the students immediately sat in their place. The teacher used orderly rows when teaching material about Conversation with the whole class and present the material using the board. When the teacher entered the classroom, she didn't change the student's seating position and directly started the learning activities in the class.

Before starting the lesson, the teacher remains students of the previous lesson by giving several questions about the material. In this meeting, the teacher only gives the tasks to the students related to the previous lesson. The teacher asks students to open their modules and do the exercises on pages forty-five until forty-seven. Individual work was used in this stage which means that the teacher asks students to do the work individually. The teacher allows students to use a dictionary in doing the tasks. During the class, the teacher monitors all the students by moving on the class. When there is a student who does not do the work and disturbs the other students, the teacher calls the student's name loudly and the student stops his action. When the students read the text, the teacher monitors the students by moving around the class. After the students read the text in their book, the teacher asks the students to look for the difficult word that they have not known yet to be asked to her. After that, the teacher reads the text loudly and asks students to repeat it after her. This activity is aimed to check the students' pronunciation. After the text has been read, the teacher points a student and asks the student to read one sentence from the text and point to another student to translate it. Then the teacher points to another student to continue reading the text and continue till the last sentence of the text. Here, can be seen that the interaction in the classroom occurs more frequently between teachers and students than between the students and students.

For this activity, the teacher arranges the students' seat in orderly rows and teach in whole class work. After the students finish their work, the teacher asks them to collect their work at the teacher's table. Then, she discusses the task with the whole of class. During the discussion, the teachers do questions and answers with the students related to the tasks that have been done by the students. She gave praise to the students who can answer the question correctly by saying "Okay good". She also gives opportunities for the student who still does not understand to ask questions to her. After that, the teacher corrects the students' work and gives a score

for their work. Then, the teacher gives a high score for students who got higher true. The student who got a high score from the teacher is very happy.

Before closing the class, the teacher reviews the material. It is done by the teacher to make the students remember the material and give homework to make a sentence about the conversation to others. The teacher also asks students to prepare lesson for the next meeting. The teacher also didn't forget to give motivation to students that learning English is interesting and provided tasks for the students to study at home again and the time was over. Then, as usual teacher close the meeting by greeting Hamdallah.

Number : 3

Title : Third Observation

Time : Thursday, 25<sup>th</sup> May 2023

The third observation was held on Thursday, 25<sup>th</sup> May 2023 at 8.15 a.m. As in the previous meeting, the teacher came to the class on time and opened the class by greeting and inviting students to pray together and check the attendance of the students. Then the teacher asked the students to prepare the module. When the bell rang, the students immediately sat in their place. The teacher used orderly rows when teaching material about Conversation with the whole class and presented the material using the board. When the teacher entered the classroom, she didn't change the student's seating position and directly started the learning activities in the class.

Before starting the lesson, the teacher reviewed students of the previous lesson by giving several questions about the material. In this meeting, the teacher only gives the tasks to the students related to the previous lesson. The teacher asks students to open their modules and do the exercises on pages forty-eight until fifty. Individual work was used in this stage which means that the teacher asks students to do the work individually. The teacher allows students to use a dictionary in doing the tasks. During the class, the teacher monitors all the students by moving on the class. When there is a student who does not do the work and disturbs the other students, the teacher calls the student's name loudly and the student stops his action. When the students read the text, the teacher monitors the students by moving around the class. After the students read the text in their book, the teacher asks the students to look for the difficult word that they have not known yet to be asked to her.

For this activity, the teacher arranges the students' seat in orderly rows and teaches in whole class work. After the students finish their work, the teacher asks them to collect their work at the teacher's table. Then, she discusses the task with the whole of class. During the discussion, the teachers do questions and answers with the students related to the tasks that have been done by the students. She gave praise to the students who can answer the question correctly by saying "yup,, that is good, good job everyone". She also gives opportunities for the student who still does not understand to ask questions to her. After that, the teacher corrects the students' work and gives a score for their work. Then, the teacher gives a high score to students who got higher true.

Before closing the class, the teacher reviews the material. It is done by the teacher to make the students remember the material and give homework to make a sentence about the conversation to others. The teacher also asks students to prepare the lesson for the next meeting. The teacher also didn't forget to give motivation to students that learning English is interesting and provided tasks for the students to study at

home again and the time was over. Then, as usual, teacher close the meeting by greeting Hamdallah.

## Appendix 5 INTERVIEW SHEET (TEACHER)

### INTERVIEW SHEET

#### LEMBAR WAWANCARA

Research Title : English Teacher's Classroom Management In Teaching English At Eight Grade Students Of Mts N 2 Surakarta In The Academic Year 2022/2023

*Judul Penelitian* : *Manajemen Kelas Guru Bahasa Inggris Dalam Mengajar Bahasa Inggris Siswa Kelas VIII Mts N 2 Surakarta Tahun Pelajaran 2022/2023*

Interview Date :  
*Tanggal Wawancara*

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### INTERVIEW QUESTIONS

#### *PERTANYAAN WAWANCARA*

1. What will you do and prepare before going to class and give the lesson?  
*Apa yang akan Anda lakukan dan persiapkan sebelum masuk kelas dan memberikan pelajaran?*  
Answer (*Jawaban*) :

.....  
.....  
.....  
.....

2. Is the whiteboard clean by the time you come to the class?  
*Apakah papan tulis bersih pada saat Anda datang ke kelas?*  
Answer (*Jawaban*) :

.....  
.....  
.....  
.....

3. What will you do if there is student disturbing learning process in the class?  
*Apa yang akan Anda lakukan jika ada siswa yang mengganggu proses belajar di kelas?*  
Answer (*Jawaban*) :

.....  
.....  
.....  
.....

4. What kind of effort you do so that students are able to follow the lesson effectively?

*Upaya apa yang Anda lakukan agar siswa mampu mengikuti pelajaran dengan efektif?*

*Answer (Jawaban) :*

.....  
 .....  
 .....  
 .....

5. When you explain the materials to the students, did you use something like video player, OHP or LCD or something simpler, using whiteboard, eraser, and board marker?

*Pada saat anda menjelaskan materi kepada siswa, apakah anda menggunakan alat seperti video player, OHP atau LCD atau yang lebih sederhana yaitu papan tulis, penghapus, dan spidol?*

*Answer (Jawaban) :*

.....  
 .....  
 .....  
 .....

6. While teaching, do you sit on your chair or get yourself close to the students?

*Saat mengajar, apakah Anda duduk di kursi atau mendekatkan diri dengan siswa?*

*Answer (Jawaban) :*

.....  
 .....  
 .....  
 .....

7. Does your voice clear enough to be heard by students in the class?

*Apakah suara Anda cukup jelas untuk didengar oleh siswa di kelas?*

*Answer (Jawaban) :*

.....  
 .....  
 .....  
 .....

8. What problems do you face in class management in teaching English in class 8A1?

*Masalah apa yang anda hadapi dalam manajemen kelas dalam mengajar bahasa Inggris di kelas 8A1?*

*Answer (Jawaban) :*

.....  
 .....  
 .....  
 .....

9. What solutions do you use to solve problems in class management in class 8A1??

*Solusi apa yang anda gunakan untuk mengatasi masalah dalam pengelolaan kelas di kelas 8A1?*

*Answer (Jawaban) :*

.....  
.....  
.....  
.....

## Appendix 6 Appendix 5 INTERVIEW SHEET (STUDENT)

### INTERVIEW SHEET

#### LEMBAR WAWANCARA

Research Title : English Teacher's Classroom Management In Teaching English At Eight Grade Students Of Mts N 2 Surakarta In The Academic Year 2022/2023

*Judul Penelitian* : *Manajemen Kelas Guru Bahasa Inggris Dalam Mengajar Bahasa Inggris Siswa Kelas VIII Mts N 2 Surakarta Tahun Pelajaran 2022/2023*

Interview Date :  
*Tanggal Wawancara*

### INTERVIEW QUESTIONS

#### PERTANYAAN WAWANCARA

1. Do you feel any difficulty in learning English?

*Apakah anda merasa kesulitan dalam belajar bahasa inggris?*

Answer (Jawaban) :

.....  
 .....  
 .....  
 .....

2. Is every time before teacher coming to classroom, the whiteboard clean?

*Apakah setiap sebelum guru masuk ke kelas, papan tulis selalu bersih?*

Answer (Jawaban) :

.....  
 .....  
 .....  
 .....

3. How do teacher teach in the class?

*Bagaimana cara guru mengajar di kelas?*

Answer (Jawaban) :

.....  
 .....  
 .....  
 .....

4. Do you enjoy learning English?

*Apakah Anda senang belajar bahasa Inggris?*

Answer (Jawaban) :



.....  
 .....  
 .....

5. Is equipment of teaching learning process complete such as whiteboard, board marker, students' guidance books and students' worksheet?

*Apakah perlengkapan proses belajar mengajar sudah lengkap seperti papan tulis, spidol, buku panduan siswa dan lembar kerja siswa?*

Answer (Jawaban) :

.....  
 .....  
 .....

6. Are teachers' voice sound quite loud and clear when they teach?

*Apakah suara guru terdengar cukup keras dan jelas saat mengajar?*

Answer (Jawaban) :

.....  
 .....  
 .....

7. **What does teachers' positions look like when they teach? Do they go around the class or just sit on their chair or just stand in front of the class?**

*Seperti apa posisi guru ketika mereka mengajar? Apakah mereka berkeliling kelas atau hanya duduk di kursinya atau hanya berdiri di depan kelas?*

Answer (Jawaban) :

.....  
 .....  
 .....

8. **What do you feel when you learn in the classroom? Is it something that makes you feel not comfortable during the lesson?**

*Apa yang kamu rasakan ketika belajar di kelas? Apakah ada hal yang membuat anda merasa tidak nyaman selama pembelajaran?*

Answer (Jawaban) :

.....  
 .....  
 .....

9. Have teachers interacted with students in the class?

*Apakah guru berinteraksi dengan siswa di kelas?*

Answer (Jawaban) :

.....  
 .....  
 .....

## Appendix 7. TEACHER INTERVIEW TRANSCRIP

**Participant** : Ms. Sunarni ( English teacher at class 8A1 MTs N 2 Surakarta)

Day/Date interview : May 25<sup>th</sup>, 2023

1. What will you do and prepare before going to class and give the lesson?  
*Apa yang akan Anda lakukan dan persiapkan sebelum masuk kelas dan memberikan pelajaran?*

Answer (Jawaban) :

I prepare learning tools as well as learning materials and methods that I will use in class.

*Saya menyiapkan perangkat pembelajaran serta materi maupun metode pembelajaran yang akan saya gunakan dikelas.*

2. Is the whiteboard clean by the time you come to the class?  
*Apakah papan tulis bersih pada saat Anda datang ke kelas?*

Answer (Jawaban) :

Yes, it's often clean, but sometimes it's still not cleaned

*Ya sering bersih, namun kadang-kadang juga masih belum dibersihkan.*

3. What will you do if there is student disturbing learning process in the class?  
*Apa yang akan Anda lakukan jika ada siswa yang mengganggu proses belajar di kelas?*

Answer (Jawaban) :

I would reprimand him by shouting his name and asking him to calm down

*saya akan menegurnya dengan meneriakkan namanya dan memintanya untuk tenang*

4. What kind of effort you do so that students are able to follow the lesson effectively?  
*Upaya apa yang Anda lakukan agar siswa mampu mengikuti pelajaran dengan efektif?*

Answer (Jawaban) :

I always try to keep the classroom situation conducive and create an effective and fun class atmosphere, even though there are one or two children who are sometimes difficult to manage.

*Saya selalu berusaha menjaga situasi kelas agar selalu kondusif dan menciptakan suasana kelas yang efektif dan menyenangkan, ya meskipun ada satu atau dua anak yang kadang sulit untuk diatur.*

5. When you explain the materials to the students, did you use something like video player, OHP or LCD or something simpler, using whiteboard, eraser, and board marker?

*Pada saat anda menjelaskan materi kepada siswa, apakah anda menggunakan alat seperti video player, OHP atau LCD atau yang lebih sederhana yaitu papan tulis, penghapus, dan spidol?*

Answer (Jawaban) :

Yes, sometimes I use the LCD, but more often I use the whiteboard

*Ya kadang saya menggunakan LCD, namun lebih sering menggunakan whiteboard.*

6. While teaching, do you sit on your chair or get yourself close to the students?  
*Saat mengajar, apakah Anda duduk di kursi atau mendekatkan diri dengan siswa?*

Answer (Jawaban) :

Depending on the needs, sometimes I sit in my chair, but I also often stand in front of the class, and not infrequently approach students to their desks to check student work or make sure that the student understands the material presented.

*Tergantung kebutuhan mas, kadang saya duduk di kursi saya, namun saya juga sering berdiri didepan kelas, dan tidak jarang menghampiri siswa ke mejanya untuk mengecek pekerjaan siswa ataupun memastikan bahwa siswa tersebut paham akan materi yang disampaikan.*

7. Does your voice clear enough to be heard by students in the class?  
*Apakah suara Anda cukup jelas untuk didengar oleh siswa di kelas?*

Answer (Jawaban) :

Yes.

Ya.

8. How is the description of the implementation of class management in teaching English at class 8A1?  
*Bagaimana gambaran penerapan manajemen kelas dalam pengajaran bahasa Inggris di kelas 8A1?*

Answer (Jawaban) :

classroom management has been adopted, but it is still limited by a lack of supporting facilities for learning English, such as teaching aids and so on  
*Secara umum manajemen kelas sudah dilaksanakan namun masih terkendala dengan minimnya fasilitas penunjang pembelajaran bahasa inggris seperti alat peraga dan sebagainya.*

9. How is the implementation of classroom management in the teaching of English in class 8A1?  
*Bagaimana penerapan manajemen kelas dalam pengajaran bahasa Inggris di kelas 8A1?*

Answer (Jawaban) :

the implementation of classroom management in class 8A1 based on lesson plans had been completed. So that English learning may go smoothly, from class arrangements, techniques, and strategies to the teacher's grasp of student character.

*penerapan pengelolaan kelas di kelas 8A1 berdasarkan RPP telah selesai. Agar pembelajaran bahasa Inggris dapat berjalan lancar, mulai dari penataan kelas, teknik, dan strategi hingga pemahaman guru terhadap karakter siswa.*

10. What problems do you face in class management in teaching English in class 8A1?

*Masalah apa yang anda hadapi dalam manajemen kelas dalam mengajar bahasa Inggris di kelas 8A1?*

Answer (Jawaban) :

Yes, the problem is that when learning is about to begin, there are students who arrive late, then there are also students who like to disturb other students who are focused on studying or discussing, so when the discussion takes place or the teaching and learning process takes place, there are students who are engrossed in themselves, not paying attention to the teacher, sometimes he walked over to other groups, but some tend to be less active and even sleep in class.

*Iya jadi masalah yang dihadapi itu ketika pembelajaran sudah akan dimulai begitu ada siswa yang datang terlambat, kemudian ada pula siswa yang suka mengganggu siswa yang lain yang sedang fokus belajar ataupun diskusi, jadi ketika diskusi berlangsung maupun proses belajar mengajar berlangsung, ada siswa yang asik sendiri, tidak memperhatikan guru, kadang dia jalan menghampiri kelompok lain, namun ada pula yang cenderung kurang aktif dan malah tidur dikelas*

Not all students have the same learning ability in class, some are high, medium, and some are low. Students who have low abilities tend to often have difficulty understanding the material that I convey in class, especially if other students disturb it, it will disturb the concentration of other students' learning. There were also some students who did not participate in the discussion, in other words, they were passive in the group discussion. I also found that there were students who lacked motivation in learning, it can be seen from the low attention of these students to the material presented and the low grades obtained

*Selain itu, Tidak semua siswa memiliki kemampuan belajar yang sama di kelas, ada yang tinggi, sedang, ada pula yang tergolong rendah. Siswa yang memiliki kemampuan yang rendah cenderung sering mengalami kesulitan dalam memahami materi yang saya sampaikan di kelas, apalagi jika ada siswa lain yang mengganggu, pasti akan semakin mengganggu konsentrasi belajar siswa yang lain. Ada pula beberapa siswa yang kurang berpartisipasi dalam diskusi, dengan kata lain dia pasif dalam diskusi kelompok tersebut. Saya juga mendapati ada siswa yang kurang memiliki motivasi dalam belajar, dapat*

*dilihat dari rendahnya perhatian siswa tersebut terhadap materi yang disampaikan serta rendahnya nilai yang didapat.*

11. What solutions do you use to solve problems in class management in class 8A1??

*Solusi apa yang anda gunakan untuk mengatasi masalah dalam pengelolaan kelas di kelas 8A1?*

Answer (Jawaban) :

Yes, the certain solution is, first, when there are students who come late, I will definitely warn them and ask them why they are late, and ask them not to do it again. If one day he/she is caught repeating it, there will be punishments such as cleaning the class or giving him questions to answer, sometimes if I'm getting annoyed then I'll just let him enter the class even though it's late and silence him during the teaching and learning process, or in other words don't pay attention to him in class. Then when a class discussion was taking place but a student was disturbing, I would rebuke him by shouting his name and asking him to calm down. Then if there are students who sleep in class or are less active in following the learning process, I will approach their seat and give a small warning so that they can focus on the material again, sometimes I ask students who fall asleep to wash their faces so that they will come back freshly.

*yaa solusinya yang pasti itu, pertama ketika ada siswa yang datang terlambat pasti saya tegur dan saya tanya kenapa datangnya terlambat, serta memintanya untuk tidak mengulanginya lagi. Jika suatu saat dia kedapatan mengulanginya lagi maka akan ada hukuman seperti membersihkan kelas ataupun memberinya pertanyaan untuk dijawab, terkadang jika saya sudah mulai jengkel maka saya akan membiarkannya masuk kelas begitu saja meskipun terlambat dan mendiarkannya selama proses belajar mengajar berlangsung, atau dengan kata lain tidak memperhatikannya didalam kelas. Kemudian ketika diskusi kelas berlangsung namun ada siswa yang mengganggu, maka saya akan menegurnya dengan meneriakkan namanya dan memintanya untuk tenang. Lalu jika ada siswa yang tidur dikelas ataupun kurang aktif dalam mengikuti proses pembelajaran, saya akan menghampiri ke tempat duduknya dan memberikan teguran kecil agar dia kembali fokus pada materi, kadang saya minta siswa yang ketiduran untuk mencuci muka agar dia kembali segar*

When there are students who are unable to understand the material in class, then I will ask and repeat the material slowly, sometimes I approach the seats of students who I feel have a low level of understanding. I did this so that the student would not be left behind by his friends. Furthermore, if there are students who have low motivation when participating in class learning, then I try to generate motivation by choosing a more appropriate learning method so that students' learning interest increases

*Lalu, Ketika ada siswa yang kurang mampu dalam memahami materi yang ada dikelas, maka saya akan bertanya dan mengulang materi tersebut secara perlahan, terkadang saya menghampiri tempat duduk siswa yang saya rasa memiliki tingkat pemahaman yang rendah. Hal tersebut saya lakukan agar siswa tersebut tidak tertinggal jauh oleh temannya. Selanjutnya jika ada siswa yang memiliki motivasi yang rendah saat mengikuti pembelajaran dikelas, maka saya berusaha membangkitkan motivasi dengan memilih metode pembelajaran yang lebih tepat agar minat belajar siswa meningkat*

## Appendix 8 STUDENT INTERVIEW TRANCRIP

**Participant** : Aurel Azzahra Rara Zavitri (student at class 8A1 MTs N 2 Surakarta)

Day/Date interview : May 25<sup>th</sup>, 2023

1. Do you feel any difficulty in learning English?  
*Apakah anda merasa kesulitan dalam belajar bahasa inggris?*

Answer (*Jawaban*) :

Yes, sometimes there are certain materials that I feel are difficult to learn.

*Ya kadang-kadang ada materi tertentu yang saya rasa itu sulit dalam mempelajarinya.*

2. Is every time before teacher coming to classroom, the whiteboard clean?  
*Apakah setiap sebelum guru masuk ke kelas, papan tulis selalu bersih?*

Answer (*Jawaban*) :

Yes. But sometimes someone picket on that day forgets to clean it.

*Ya. Tapi kadang ada yang piket di hari itu lupa membersihkannya.*

3. How do teacher teach in the class?  
*Bagaimana cara guru mengajar di kelas?*

Answer (*Jawaban*) :

The teacher taught well and patiently, sometimes we were divided into several study groups. The teacher also often gives assignments so that we get a lot of practice questions.

*Guru mengajar dengan baik dan sabar, kadang kami dibagi menjadi beberapa kelompok belajar. Guru juga sering memberikan tugas agar kami banyak memperoleh latihan soal.*

4. Do you enjoy learning English?  
*Apakah Anda senang belajar bahasa Inggris?*

Answer (*Jawaban*) :

Yes

*Ya*

5. Is equipment of teaching learning process complete such as whiteboard, board marker, students' guidance books and students' worksheet?

*Apakah perlengkapan proses belajar mengajar sudah lengkap seperti papan tulis, spidol, buku panduan siswa dan lembar kerja siswa?*

Answer (Jawaban) :  
 Yes, it's complete  
*Ya, sudah lengkap*

6. Are teachers' voice sound quite loud and clear when they teach?  
*Apakah suara guru terdengar cukup keras dan jelas saat mengajar?*

Answer (Jawaban) :  
 Yes,  
*Ya*

7. What does teachers' positions look like when they teach? Do they go around the class or just sit on their chair or just stand in front of the class?  
*Seperti apa posisi guru ketika mereka mengajar? Apakah mereka berkeliling kelas atau hanya duduk di kursinya atau hanya berdiri di depan kelas?*

Answer (Jawaban) :  
 when the teacher taught the teacher sometimes stood in front of the class, the corner of the class, or walked around in the class. If there are friends who make noise or are undisciplined, the teacher will approach the student and tell him to be quiet.

*saat guru mengajar guru terkadang berdiri di depan kelas, pojok kelas, atau berjalan-jalan di dalam kelas. Jika ada teman yang ribut atau tidak disiplin, guru akan mendekati siswa tersebut dan menyuruhnya diam.*

8. What do you feel when you learn in the classroom? Is it something that makes you feel uncomfortable during the lesson?  
*Apa yang kamu rasakan ketika belajar di kelas? Apakah ada hal yang membuat anda merasa tidak nyaman selama pembelajaran?*

Answer (Jawaban) :  
 I like studying with friends in class, but sometimes some friends liked to make noise in class, both when the teacher was teaching and when the teacher was not in class. There were friends who were either nosy or disobedient when the teaching and learning process was in progress. Some of my friends were often busy and did not pay attention to the teacher. I was disturbed by them.

*Saya suka belajar bersama teman di kelas, namun terkadang beberapa teman suka membuat kegaduhan di kelas, baik saat guru sedang mengajar maupun saat guru tidak ada di kelas. Ada teman yang usil atau membangkang saat proses belajar mengajar berlangsung. Beberapa teman saya sering sibuk dan tidak memperhatikan guru. Saya terganggu oleh mereka.*

9. Have teachers interacted with students in the class?  
*Apakah guru berinteraksi dengan siswa di kelas?*

Answer (Jawaban) :



Yes, always.  
*Ya selalu.*

**Participant** : Fauzan Al Ansori (student at class 8A1 MTs N 2 Surakarta)

Day/Date interview : May 25<sup>th</sup>, 2023

1. Do you feel any difficulty in learning English?

*Apakah anda merasa kesulitan dalam belajar bahasa inggris?*

Answer (Jawaban) :

Yes, sometimes.

*Ya kadang-kadang*

2. Is every time before teacher coming to classroom, the whiteboard clean?

*Apakah setiap sebelum guru masuk ke kelas, papan tulis selalu bersih?*

Answer (Jawaban) :

Yes..

*Ya..*

3. How do teacher teach in the class?

*Bagaimana cara guru mengajar di kelas?*

Answer (Jawaban) :

The teacher teaches using the discussion method and sometimes writes material on the blackboard.

*Guru mengajar dengan menggunakan metode diskusi dan terkadang menulis materi dipapan tulis.*

4. Do you enjoy learning English?

*Apakah Anda senang belajar bahasa Inggris?*

Answer (Jawaban) :

Yes

*Ya*

5. Is equipment of teaching learning process complete such as whiteboard, board marker, students' guidance books and students' worksheet?

*Apakah perlengkapan proses belajar mengajar sudah lengkap seperti papan tulis, spidol, buku panduan siswa dan lembar kerja siswa?*

Answer (Jawaban) :

Yes, it's complete

*Ya, sudah lengkap*

6. Are teachers' voice sound quite loud and clear when they teach?

*Apakah suara guru terdengar cukup keras dan jelas saat mengajar?*

Answer (*Jawaban*) :

Yes,

*Ya*

7. What does teachers' positions look like when they teach? Do they go around the class or just sit on their chair or just stand in front of the class?

*Seperti apa posisi guru ketika mereka mengajar? Apakah mereka berkeliling kelas atau hanya duduk di kursinya atau hanya berdiri di depan kelas?*

Answer (*Jawaban*) :

Sometimes in front of the class, sometimes around in the classroom, approaching students to the student desks.

*Kadang didepan kelas, kadang berkeliling didalam kelas, menghampiri siswa ke meja siswa.*

8. What do you feel when you learn in the classroom? Is it something that makes you feel uncomfortable during the lesson?

*Apa yang kamu rasakan ketika belajar di kelas? Apakah ada hal yang membuat anda merasa tidak nyaman selama pembelajaran?*

Answer (*Jawaban*) :

I am enthusiastic about participating in class learning, but sometimes I feel annoyed by friends who like to make noise in class, even when there is a teacher explaining material in front of the class there are friends who are just having fun chatting with students behind them.

*Saya semangat mengikuti pembelajaran dikelas, tapi terkadang saya merasa terganggu dengan teman yang suka membuat kegaduhan dikelas, bahkan ketika ada guru sedang menjelaskan materi didepan kelas ada teman yang malah asik ngobrol dengan siswa dibelakangnya.*

9. Have teachers interacted with students in the class?

*Apakah guru berinteraksi dengan siswa di kelas?*

Answer (*Jawaban*) :

Yes, always.

*Ya selalu.*

**Participant** : Nadia Niscita Salsabila (student at class 8A1 MTs N 2 Surakarta)

Day/Date interview : May 25<sup>th</sup>, 2023

1. Do you feel any difficulty in learning English?

*Apakah anda merasa kesulitan dalam belajar bahasa inggris?*

Answer (Jawaban) :

Yes, sometimes it's difficult, sometimes it's not..

*Ya kadang-kadang kesulitan kadang tidak.*

2. Is every time before teacher coming to classroom, the whiteboard clean?

*Apakah setiap sebelum guru masuk ke kelas, papan tulis selalu bersih?*

Answer (Jawaban) :

Yes.

*Ya.*

3. How do teacher teach in the class?

*Bagaimana cara guru mengajar di kelas?*

Answer (Jawaban) :

The teacher teaches patiently, always repeats the material if there are students who don't understand, sometimes there are also discussion activities in class.

*Guru mengajar dengan sabar, selalu mengulang materi jika ada siswa yang belum paham, kadang juga ada kegiatan diskusi dikelas.*

4. Do you enjoy learning English?

*Apakah Anda senang belajar bahasa Inggris?*

Answer (Jawaban) :

Yes

*Ya*

5. Is equipment of teaching learning process complete such as whiteboard, board marker, students' guidance books and students' worksheet?

*Apakah perlengkapan proses belajar mengajar sudah lengkap seperti papan tulis, spidol, buku panduan siswa dan lembar kerja siswa?*

Answer (Jawaban) :

Yes, it's complete

*Ya, sudah lengkap*

6. Are teachers' voice sound quite loud and clear when they teach?

*Apakah suara guru terdengar cukup keras dan jelas saat mengajar?*

Answer (Jawaban) :

Yes,  
Ya

7. What does teachers' positions look like when they teach? Do they go around the class or just sit on their chair or just stand in front of the class?

*Seperti apa posisi guru ketika mereka mengajar? Apakah mereka berkeliling kelas atau hanya duduk di kursinya atau hanya berdiri di depan kelas?*

Answer (Jawaban) :

Yes, the teacher always goes around the class, checks student work on student desks, and gives input if there are students who have difficulty. But sometimes the teacher also sits at his desk or stands in front of the class when explaining the material.

*Ya guru selalu berkeliling didalam kelas, mengecek pekerjaan siswa di meja siswa, dan memberi masukan jika ada siswa yang kesulitan. Namun terkadang guru juga duduk dimejanya ataupun berdiri didepan kelas ketika menjelaskan materi.*

8. What do you feel when you learn in the classroom? Is it something that makes you feel uncomfortable during the lesson?

*Apa yang kamu rasakan ketika belajar di kelas? Apakah ada hal yang membuat anda merasa tidak nyaman selama pembelajaran?*

Answer (Jawaban) :

I feel happy and excited because I like English lessons, but sometimes I get annoyed with my friends because some friends don't pay attention to the teacher in class, even disturbing other friends who are focused on studying.

*Saya merasa senang dan semangat, karena saya suka dengan Bahasa Inggris, Namun kadang saya terganggu dengan teman, karena ada teman yang tidak memperhatikan guru dikelas, bahkan mengganggu teman yang lainnya yang sedang fokus belajar.*

9. Have teachers interacted with students in the class?

*Apakah guru berinteraksi dengan siswa di kelas?*

Answer (Jawaban) :

Yes, always.  
Ya selalu.

### Appendix 9. Photos of the research



Students who sit at the front chat with their friends



students do not pay attention to the teacher in front of the class



Orderly rows seating design



Orderly rows seating design



Orderly rows seating design



the process of interviewing researchers with class teachers





the process of interviewing researchers with class teachers



the process of interviewing researchers with class teachers