

**RULES OF CLASSROOM MANAGEMENT IMPLEMENTED BY THE  
ENGLISH TEACHER IN TEACHING SPEAKING SKILL AT THE  
EIGHTH GRADE OF SMP AL AZHAR SYIFA BUDI SOLO IN THE  
ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirement for the Degree of Sarjana



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**2023**

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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

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Thank you for the attention

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

Sukoharjo, June , 2023

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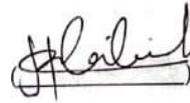
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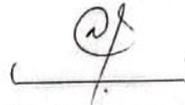
## RATIFICATION

This is to certify the *Sarjana* thesis entitled “Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023” by Anggit Prahesti has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education, Faculty of Cultures and Languages in Raden Mas Said State Islamic University of Surakarta.

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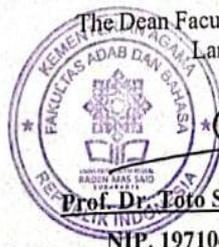
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## **DEDICATION**

This thesis is dedicated to:

1. Allah SWT the most kind and the most merciful who has given me the easiness to finish my thesis.
2. Our prophet Muhammad SAW who gives me the best examples to human life.
3. My beloved beloved parents Mr. Marsudi and Mrs. Murniyati who always give love, give support when the researcher in her bad times, and also give prayer for the researcher. Thank you so much for all of the things you have done for the researcher.
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9. Everyone who have helped me to finish the thesis.

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## **MOTTO**

*“But those who struggle in Our case, surely We shall guide them in Our ways;  
and God is with the good-doers.”*

(Q.S. Al-‘Ankabut 69)

## PRONOUNCEMENT

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I hereby sincerely stated that the thesis titled “Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealling my thesis and academic agree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 22<sup>nd</sup>, 2023

The researcher

A handwritten signature in black ink, appearing to read 'Anggit Prahesti', with a stylized flourish at the end.

Anggit Prahesti

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## ABSTRACT

*Anggit Prahesti. 2023. Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023. Thesis. Surakarta. English Language Education. Cultures and Languages Faculty. UIN Raden Mas Said*

Advisor : Atin Kurniawati, S.Pd., M.A.

Keywords : Classroom Management, Rules of Classroom Management, Speaking Skill, Teaching Speaking Skill.

This research paper is intended to describe the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023. The research problems are (1) How are the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. (2) What are the challenges faced by the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023 in implementing the rules of classroom management in teaching speaking skill.

In this research, the researcher used descriptive qualitative research. The subject of this research was the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023. The data were collected from the observation, interview, and documentation. The data were analyzed by data reduction, data display, and draw conclusion. The researcher used methodological triangulation.

The research findings showed that the English teacher implemented the rules of classroom management in teaching speaking skill. The rules of classroom management used by the teacher were get them in (greeting, seating, and strating), get on with it (content and manner), get on with them (who's who and what's going on), and get them out (concluding and dismissing). Based on the interview, the teacher faced some challenges in implementing the rules of classroom management. The challenges were students' misbehavior (disruptive talking and tardiness) and students' attitudes and language levels (students lack of attention and motivation and also language levels).

## **CHAPTER I**

### **INTRODUCTION**

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

In teaching a foreign language, one of the most critical aspects is teaching speaking skill. According to Nunan (2003), speaking is a productive oral skill that involves the production of systematic verbal utterances to convey meaning. Students who are learning English as a foreign language (EFL) must acquire speaking competence to be able to convey their thoughts, ideas, and feelings freely. Students are required to learn to speak since they need to communicate with others around the world.

Teaching speaking is a challenging job for the teacher because English is not the mother tongue of most students. It takes the ability of the teacher and school facilities to build up a conducive environment so that the students feel comfortable in learning speaking skill and then they can achieve the learning objective. According to Scrivener (2005), teachers are required to have certain organizational skills and techniques to create and manage the conditions in which learning can take place. This is about the organizational aspects of English language teaching. In order to create a conducive atmosphere, the teacher, as a manager of the class, should have skills and training to prepare the classroom and also manage the complexity of the class, including how to give instruction, how to treat and prevent

students' misbehavior, and how to deal with unexpected situations that may disturb the class.

The important aspect that can help the teacher build up a conducive environment for teaching speaking skill is classroom management. It has a significant impact on the success of the teaching process. Classroom management is a strategy and method used by a teacher as an educator to maintain a conducive environment in the classroom for gaining the students' success in learning. Thus, the classroom management strategies used by the teacher influence the success of the students in learning (Hans & Hans, 2017). Wragg (2003) states that class management is what teachers do to ensure that children engage in the task in hand, whatever that may be. Evertson and Weinstein (2006) as cited in Korpershoek et al. (2014) state that classroom management is the teacher's actions to build an environment in the classroom that facilitates and supports socio-emotional and academic learning. This definition focuses on the teacher's responsibility for the use of classroom management strategies to achieve multiple learning goals for the students.

In classroom management, the teacher does not only focus on how to create a good environment to make the teaching and learning process run well but also focuses on how to create the students' good character. According to Marmoah & Denmar (2017), classroom management is all the activity of the teacher that aims to improve the students' positive behavior and decrease the students' negative behavior, this is related to

students' behavioral modification. The student's success in learning is most determined by the teacher's learning strategy.

According to Scrivener (2005), there are six main areas of classroom management. The main areas are activities, authority, critical moments, tools and techniques, and the last is working with people. Wright (2005) stated that classroom management is concerned with four main standards of classroom life, which are space, time, participation, and engagement. While according to Wragg (2002), as the manager of the class, the teachers are responsible for managing resources and materials, time and space, teaching and learning strategies, pupils' behavior, safety and wellbeing, interactions with others, progress, and relationships in and out of school. Another theory of classroom management is the theory from Smith and Laslett (2002) which outlined four key rules of classroom management. The four rules are get them in (greeting, seating, and starting), get them out (concluding a lesson and dismissing a class), get on with it (content and manner).and the last rule is get on with them (who's who and what's going on).

The discussion about classroom management itself is varied, but in this study, the researcher will explain classroom management implemented by the English teacher in teaching speaking skill using the rules of classroom management by Smith and Laslett's theory. In this theory, the rules of classroom management are divided into every phase of the teaching and learning process. Therefore, every phase of the teaching and learning process from the beginning of the lesson until the end of the lesson has its

own rules for managing the classroom. Practically, the theory of rules of classroom management can be adapted for the teachers in managing the classroom in each phase of the teaching and learning process.

The researcher chooses a junior high school to conduct the research. The researcher chooses the eighth grade. Mudianingrum et al. (2019) state that every grade of students in junior high school has each characteristic. The characteristic of first-grade students is that most of them are still shy and afraid to open themselves. The second-grade students are more active than the first grade, they also have a fast-growing emotional and physical so their manner is easy to change, in other words, they are labile. The last grade has the same characteristics as the first grade because in this grade the students concern more on the examination. It is interesting for the researcher to conduct the research in the eighth grade because the students are more active and labile than the first and third-grade students.

The researcher chooses SMP Al Azhar Syifa Budi Solo because this school has an A accreditation. This school also has good facilities to support the teaching and learning process. The last one which becomes the most important one is that this school has many teachers with qualifications and the teacher that taught English for one of the eighth classes itself is *Guru Penggerak*.

The researcher chooses rules of classroom management as the topic of this research because of the phenomena that occurred while the researcher

did the PLP 3 in SMP Al Azhar Syifa Budi Solo. While the researcher did the PLP 3, the English teacher said that she usually deliver today's steps to the students before the beginning of the lesson. Today's steps are the sequence of activities that the students will do. It helps the teacher to get the students' attention because the students know when the time to pay attention to their teacher and when the time for them to talk or discuss with others. It also helps the teacher to manage the time for each activity. So, it was interested for the researcher to know more about classroom management implemented by the English teacher, especially in teaching speaking skill.

Then, the pre-research was held on Friday, March 3, 2023. The researcher interviewed the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo related to the classroom management implemented by English teacher in teaching speaking skill. From the interview, the researcher found that the teacher faced some problems in the process of teaching speaking skill. The first problem was that there were different skill levels in speaking of each student. So, when the teaching speaking skill process, the active students became more active while the passive students still passive. It made the teacher implement classroom management in teaching speaking skill to make the passive students become active. The second problem that gives the teacher a trigger to implement the classroom management is that the students were not pay attention on the teacher while the process of teaching speaking skill. It made the teacher made a today's steps and then delivered it before beginning the lesson.

Similar research has been analyzed in a Journal of English Education Studies by Ratu Amalia Mudianingrum, Sutrisno Sadjji Evendy, and Rosmania Rima (2019), entitled "*An Analysis Of Teachers' Classroom Management In Teaching English*". The researchers conducted the research in a senior high school with the subjects of the research were two eighth grade English teachers. The researchers used descriptive qualitative research. In analyzing the classroom management conducted by the teachers, the researchers used the Burden theory of classroom management.

Similar research has been analyzed in a Journal of Language Education by Mitha Huziah and Novarita (2022), entitled "*Descriptive Analysis of Classroom Management Strategies for the English Teacher*". The researchers conducted the research in two senior high schools with the subjects of the research were eleven English teachers. The researchers used descriptive qualitative research. In analyzing the classroom management conducted by the teachers, the researchers used Borden theory of classroom management strategies.

In this research, the researcher conducts the research more deeply where the researcher presents the rules of classroom management implemented by English teacher in teaching a certain skill which is speaking skill. Therefore, the novelty of this study is the researcher presents the classroom management used by an English teacher in teaching speaking skill.

Based on the explanation above, the researcher was interested to know about how the teacher implements the rules of classroom management in teaching speaking skill, the problems faced by the teacher, and also the solutions done by the teacher in solving the problems while implementing the rules of classroom management. Therefore, the researcher conducts the research entitled **“Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP AL Azhar Syifa Budi Solo in the Academic Year 2022/2023”**

## **B. Identification of Problems**

Based on the research background above, the researcher stated the identification of the problems as follows:

1. There are different levels of students' skill in speaking, therefore, the teacher implemented the classroom management which in the classroom management itself, there is aspect which require the teacher to use strategy in teaching so that all the students can achieve the learning objective easily.
2. The students do not pay attention to the teacher while the teaching and learning process of speaking skill, therefore, the teacher implemented the classroom management which in the classroom management itself, the teacher are allowed to give warning or consequence for the students.

3. The students are not conducive while the process of teaching speaking skill, therefore, the teacher make a good start of the teaching process as required in the rules of classroom management.

### **C. Limitation of the Problems**

This research is limited only to the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023 and challenges faced by the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023 in implementing the rules of classroom management in teaching speaking skill. The researcher did the research in the eighth Nasai. The theory used in this research is Smith and Laslett's theory (2002).

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

Based on the background of the research above, the researcher formulates the problems as follows:

1. How are the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023?
2. What are the challenges faced by the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023 in implementing the rules of classroom management in teaching speaking skill?

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

Related to the problems of the study above, the objectives of the study are as follows:

1. To describe the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023.
2. To find out the challenges faced by the eighth grade English teacher of SMP Al Azhar Syifa Budi Solo in the academic year 2022/2023 in implementing the rules of classroom in teaching speaking skill.

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

To conduct the research, the researcher expected that the result gives benefits both theoretically and practically as the following:

#### **1. Theoretical Benefits**

The theoretical benefit of this research is that this research can be a useful reference for future study and can be used as input in managing the classroom in the process of English teaching speaking skill.

#### **2. Practical Benefits**

##### **a. For English Teachers**

The result of this research can be used as input information for the teacher in managing the classroom in teaching speaking skill so that the teachers can evaluate and

improve their classroom management strategy to make a higher quality of teaching process.

b. For English Language Education Students

The result of this research can be used as a reference for English Language Education students in managing the classroom in teaching speaking skill when they become a teacher.

c. For other Researchers

The result of the research can be useful as a reference in conducting future research or developing research related to classroom management in teaching speaking skill.

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

In order to make the reader easier to understand this research, here are the explanation of the research's key terms:

1. Classroom Management

Afriza (2014) states that classroom management is the effort did by the teacher in creating and maintaining the optimal condition in the teaching and learning process so that the learning objectives can be achieved.

2. Rules of Classroom Management

Rules of classroom management are the sequence of rules that are used to manage the class in every phase of the teaching and

learning process. The four rules were get them in, get them out, get on with it, and get them on.

### 3. Speaking Skill

Riski S et al. (2018) state that speaking skill is one's ability to express opinions, ideas, or thoughts verbally which is systematic and has a meaning that can be understood by the person they are speaking with.

### 4. Teaching Speaking Skill

Nunan (2003) as cited in Kayi (2006) states that teaching speaking skill means that the teacher teaches the listener to (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review on Management**

##### **1. Notion of Management**

According to Terry (1958) as cited in Sukarna (2011), defines management as the process of achieving predetermined goals by working with others. Millet (1954) as cited in Sukarna (2011) states that management is the process of organizing and facilitating the efforts of individuals inside formal groups in order to accomplish a goal.

While Manullang (2001) states that the term of management has three meanings: management as a process, management as a group of people who carry out management activities, and management as an art (art) and a science. According to Fattah (2008), management can be defined as the process of planning, organizing, leading, and controlling in order to achieve the organization's goals effectively and efficiently.

From some definitions above, it can be concluded that management is a set of activities that includes planning, organizing, directing, controlling, and supervising people and other resources in order to achieve a predetermined organizational goal.

## **2. Principles of Management**

Fayol (1949) as cited in Poudyal (2013) developed 14 general principles of management. The principles are:

### **a. Division of Work**

It describes as a variety of tasks that are carried out by a different individual or group of people. The members have various skills and are specialized in various fields.

### **b. Authority and Responsibility**

Management has the authority to issue orders to members in order to get things done in an organization. The authority establishes a clear chain of command throughout the organization, from the top to the bottom.

### **c. Discipline**

Discipline involves sincerity, obedience, respect for authority, and observance to the rules and regulations. This management theory is crucial and regarded as the motor that stimulates the efficient operation of the organization.

### **d. Unity of Command**

This principle means that all members work under a single boss or administrative head who has the authority to command all the members in order to accomplish common goals. By using this principle, it is easier to establish responsibility for mistakes.

**e. Unity of Direction**

All activities with the same objective require a purpose and a strategy. All members, however, carry out the same tasks that are related to the same objective. There must be multiple teams working together to complete each task.

**f. Subordination of Individual Interest**

Individual or community interests should not be allowed to organizational goals. Personal interests should be subordinated to the interests of the organization (ethics).

**g. Remuneration**

Salary is the income earned by the members while working for or being employed by a company or organization. Salary is a primary motivator for employees to perform their duties effectively. At the same time, salary helps to motivate members.

**h. The Degree of Centralization**

The level of formal authority that is centralized at the regional or organizational level is known as centralization. Top managers make the majority of the important organizational choices in a highly centralized structure, while lower-level members receive very little input.

**i. Scalar Chain**

The scalar principle is a fundamental organizing principle. Managers or academic heads should follow a top-to-bottom authority and communication chain, as should their subordinates.

**j. Order**

All members are guided by organizational order or direction, which establishes formal reporting relationships that regulate the organization's workflow.

**k. Equity**

Members must get respectful and equal treatment. To perform tasks correctly, members must be positioned correctly inside the organization.

**l. Stability of Tenure of Personnel**

It represents the management and deployment of members, and it should be balanced with the services the organization offers. The management team works hard to keep staff members in the proper positions and to reduce member turnover.

**m. Initiative**

Initiative is the desire to start something without being asked. Management should give staff members the chance to suggest fresh perspectives, new experiences, and innovative working methods.

**n. Esprit de Corps**

The improvement of workplace morale, both individually and in the field of communication, is the manager's responsibility. Esprit de corps fosters cultural advancement and fosters an environment of trust and understanding.

From the explanation above, there are fourteen principles of management which are division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, the degree of centralization, scalar chain, order, equity, stability of tenure of personnel, initiative, and esprit de corps

**3. Functions of Management**

Terry (1958) as cited in Sukarna (2011) divides the functions of management into four basic functions. The explanation of each function is as follows:

**a. Planning**

Planning is the process of selecting facts, linking them to one another, and making assumptions about the future in order to formulate recommended actions that are considered to be necessary to accomplish a goal.

**b. Organizing**

Organizing is the process of identifying, grouping, and arranging the various activities required for the achievement of the objectives,

assigning people to these activities, creating an environment that is suitable for those activities, and indicating the relative authority assigned to each activity. Tery (1958) as cited in Sukarna (2011) states about the organizing principles which are the objective, departmentation, assigning the personnel, authority and responsibility, and delegation of authority.

c. Actuating

Actuating is when all members of a group want to achieve something and work hard to achieve it while complying with the managerial planning and organizing efforts. From the definition above, whether or not the goal is achieved is determined by whether or not all members of the management group are active, from the top, middle, and bottom levels. Tery (1958) as cited in Sukarna (2011) states the factors needed for actuating. The factors are leadership, attitude and morale, communication, incentive, supervision, and discipline.

d. Controlling

Controlling is the process of deciding what has to be done and, more specifically, what is actually being done. That is the performance, evaluating the performance, and if necessary applying corrective measures so that performance takes place according to plans, that is conformity with the standard.

Control plays a crucial part in management since it checks to see if tasks are completed consistently and under direction or not. Even when the planning, organizing, and acting are all good, if the task is not carried out in an organized, orderly, and directed manner, the objectives will not be achieved.

From the explanation above, there are four basic functions of management. The functions are planning, organizing, actuating, and controlling.

## **B. Review on Classroom Management**

### **1. The Notion of Classroom Management**

Tudor (2001) states that a classroom is a controlled learning environment in which students work on their skills according to a properly designed learning program while being supervised and guided by a trained teacher. In the process of teaching in the classroom itself, the management of the classroom is needed in order to create an effective teaching process.

Classroom management takes an important role in the teaching process. According to Wong (2012), classroom management is the teachers' effort to manage the students, space, time, and materials so that the students can achieve their learning objectives. Delceva and Dizdarevik (2014) state that classroom management is a process that involves several tasks carried out by both the teacher and the students.

In addition, the teaching of subjects must be in line with the learners' needs and skills as well as the previously stated teaching goals.

According to Novianti et al. (2019), classroom management is the teacher's efforts to establish a conducive, comfortable, and pleasant environment in the classroom. Afriza (2014) presents a similar definition: "Classroom management is the effort did by the teacher in creating and maintaining the optimal condition in the teaching and learning process so that the learning objectives can be achieved". Allen (2010) states that classroom management is a complex set of skills that includes much more than being able to manage and influence the behavior of the students, there is still an overall impression that classroom management is mainly about 'discipline'.

Sieberer-Nagler (2015) states that classroom management is intended to give students more opportunities to learn everything a teacher does to organize students, space, time, and materials so that students can learn. Lemlech (1994) as cited in Afriza (2014), classroom management is the orchestration of the classroom's life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems"

From some definitions above, it can be concluded that classroom management is a set of activities done by a teacher in order to create and maintain a conducive environment for the class and the students'

behavior so that the teaching and learning process could run well, effective, and achieved the learning's objectives.

## **2. Goals of Classroom Management**

According to Garret (2014), the goal of classroom management is to make the condition of the class under "control" and also maintain a well-behaved classroom. In addition, Evertson and Weinstein (2006) as cited in Garret (2014) state that classroom management has two goals as follows:

### **a. Creating an Environment for Academic Learning**

Academic learning defines as learning content that is outlined in state content standards such as learning to read and write, learning to reason, learning science, math, social studies, and so on.

### **b. Creating an Environment for Social-Emotional Learning**

Social-emotional learning promotes growth in social skills and the ability to express emotions maturely.

The researcher can give the conclusion that the goals of classroom management are to create the environments of the classroom (environment for academic learning and environment for socio-emotional learning) and to keep the classroom environment under "control".

### 3. Rules of Classroom Management

Rules of classroom management are the sequence of rules that used to manage the class in every phase of teaching and learning process. According to Smith and Laslett (2002), there are four rules in classroom management. The rules are:

#### a. Get Them in

This rule deals with the teacher's activities at the beginning of the lesson. Smith and Laslett (2002) state that a lesson that gets off to a quick start will avoid the problems that can appear if students are not immediately engaged in useful activity. So, the teacher is required to be ready with the materials and the equipments so that the students have not lots of possibilities for idleness, chitchat, and other useless activities which can lead them to the further distraction. The 'getting them in' process can be divided into three stages: greeting, seating, and starting.

#### 1) Greeting

According to Smith and Laslett (2002) the teachers have a role as the host and they are quietly able to underline their authority by deciding when pupils are invited to enter the room. The role of the teacher as the host makes the teacher should opened the lesson as soon as possible. In this part, the teacher also can do some activities like checking that the room is tidy,

materials are available, displays are arranged, and that necessary instructions or examples are written on the board.

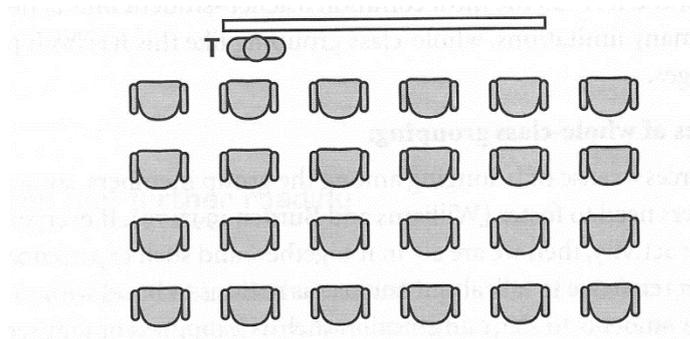
## 2) Seating

Before the teacher starts to deliver the material, it is important to arrange the seating of the students first. The teacher control the placement and movement of the students. Smith and Laslett (2002) state that teacher may choose to encourage the students to sit with friends to promote co-operation.

According to Harmer (2005) states that there are four types of seating arrangements, they are:

### a) Orderly Rows

Orderly rows indicate that the teacher is working with the entire class. This kind of seating arrangement make the teacher has a clear view of all the students in the class, conversely, the students also can see the teacher (in whose direction they are facing). Orderly rows make the teaching activity and disciplines easier, allow the teacher to easily walk up and down the aisles in order to make more personal contact with the students, and allow the teacher to maintain eye contact with the individual he/she is speaking to.

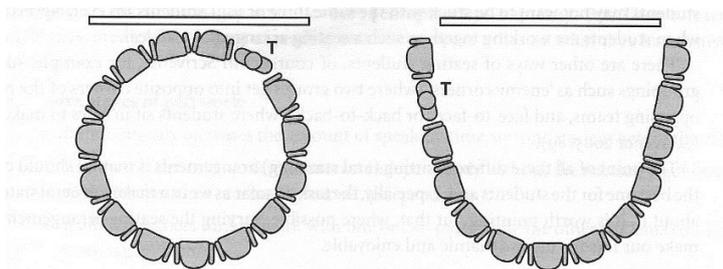


**Figure 2.1 Orderly Rows Seating**

b) Circle and Horseshoes

Circle and Horseshoe seating arrangements are usually used in smaller classes. The teacher in a horseshoe arrangement will most probably be at the open end of the arrangement because that is where the board, overhead projector, and/or tape recorder are located. In a circle, the teacher's position - where the board is situated is less dominating.

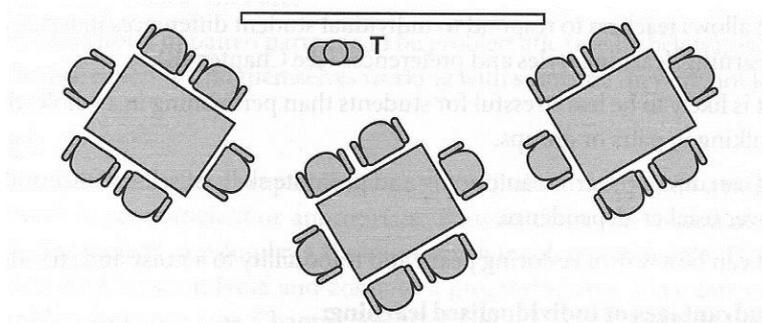
Both the circle and the horseshoe have benefits. The first is that in these types of seating arrangements, the students can see each other. Furthermore, in a circle or a horseshoe, no such disruption is necessary. The classroom becomes more intimate place because the students' ability to share feelings and information through talking, eye contact, or expressive body movements is far greater.



**Figure 2.2 Circle and Horseshoe Seating**

c) Separate Tables

In separate tables, the students sit in small groups. The atmosphere in the classroom is far less hierarchical when students sit in small groups at individual tables than in other arrangements (Harmer, 2005). In the separate tables, the teacher walks around to help and guide one table while other students get on with their work. The teacher help and guide alternately from one group to the other groups.



**Figure 2.3 Separate Tables Seating**

3) Starting

Starting the lesson smoothly and on time not only depends on managing the physical entrance and disposition of the

students' body but also the mental tuning-in of the students' mind. The activities to set the mental tuning-in of the students' mind depend on their age, ability of the students, and the lesson. In addition, Smith and Laslett (2002, p. 5) state that the warming-up period should reinforce previously acquired skills, recap earlier work or set the scene of new learning. Four or five minutes will be enough to set up a calm and positive atmosphere before moving on to the lesson's primary content.

b. Get on with it

The term "it" refers to the main part of the lesson, the nature of its content, and the manner of its presentation. Therefore, this rule deals with the material and the manner of its presentation. The teacher's ability to 'get on with it' will have a significant impact on students' feelings of self-esteem and competence in a particular subject area (Smith and Laslett, 2002).

1) Content

To avoid difficulties in learning and consequent problems with the behavior of the students, a teacher should match the content of a lesson to the students' ability to whom it is delivered. According to Smith and Laslett (2002), methods and materials should also be evaluated to ensure that learning experiences and study tasks are appropriate for students with a wide range of aptitudes and abilities. In the selection of the

material, the teacher used the materials that were appropriate to students' ability. Then the teacher's role is to deliver and interpret the chosen materials to the students. The teacher suggested to use some technique in delivering the material, it includes breaking topics into smaller units, switching between quiet individual study and arranging some active, co-operative learning in pairs or groups.

## 2) Manner

A teacher does not only choose appropriate content to be delivered to the students but a teacher also should think and design the way he/she delivers the material. Smith and Laslett (2002, p. 9) state the manner a teacher addresses a class indicates an attitude and sends a message through both what is said and how it is said. Every teacher may have a different way to make the students understand the material that is taught. It is customized to the condition of the students and the material.

## c. Get on with them

This rule deals with the students and teacher relationship. In the teaching and learning process, a good relationship between students and teacher is needed. A good relationship can be built by fostering mutual trust and respect. Teacher must be aware of each child as an individual and sensitive to the mood of the class as a whole in order

to do this effectively. This means knowing who's who and keeping track of what's going on (Smith and Laslett, 2002).

1) Who's who

A teacher is required to memorize his/her students' names. It can help the teacher to be closer to their students by knowing their names. Besides that, According to Smith and Laslett (2002). child's name is known, discipline becomes much easier because wrongdoers realize they can be identified and requests or rebukes can be personalized.

2) What's going on

The teacher is required to avoid every distraction that appears to keep the class conducive. Moving around the room, offering advice and guidance helps to keep the focus on the task at hand, and quietly marking work in progress. It is a natural contact between teacher and students that provides immediate feedback and means that if attention has wandered, the teacher's response can be to offer assistance with an assumed difficulty rather than a reprimand for misbehavior (Smith and Laslett, 2002).

d. Get them out

This rule deals with the teachers' activities at the end of the lesson. This rule required teacher to plan the end of the lesson carefully because this is a crucial part. The long-term impact of an

engaging learning experience can be squandered and pleasantly teacher-student relationship can be negatively impacted if a productive session turns into a noisy, chaotic, and stressful ending. So, according to Smith and Laslett (2002), a teacher should consider two phases at the end of a lesson which is concluding a lesson and dismissing a class.

#### 1) Concluding

According to Smith and Laslett (2002), this section is used to remind the class of the material presented and how this relates to previous learning or prepares the way for the next activity. This section also can be used by the teacher to give positive feedback to students, praise good work, and try to assure those who had difficulties that things will be different the next time. The ending of the lesson should make the least competent students feeling that the lesson offers them some possibility of pleasure and enjoyment although the lesson will never be their favored activity.

#### 2) Dismissing

Smith and Laslett (2002, p. 6) state that the method of dismissing a class is different depending on the students' age. Smith and Laslett (2002, p. 6) give advice to the teacher of the sequence in dismissing the teacher. It involves clearing up and collecting the book and material, enjoying a game or other

relaxing end to the session, setting up the group for its next move, and supervising departure.

**Table 2.1** Rules of Classroom Management by Smith and Laslett Theory (2002)

No	Rule	Aspects
1	Get them in	Greeting
		Seating
		Starting
2	Get on with it	Content
		Manner
3	Get on with them	Who's who
		What's going on
4	Get them out	Concluding
		Dismissing

From the explanation above, the researcher can give a conclusion that classroom management has four rules. The first is to get them in that has three parts which called greeting, seating, and starting. The second is to get on with it which has two parts which are called content and manner. The third is to get on with it which has two parts called who's who and what's going on. The last one is get them out which has two parts which called concluding and dismissing.

#### **4. Challenges Faced by English Teacher in Implementing the Classroom Management**

In implementing classroom management, teachers faced some challenges that disturb the teaching process. According to Macias &

Sancez (2015), there are three challenges that teachers faced in implementing classroom management. The challenges are:

a. The classroom environment

Regardless of the educational setting, inadequate classroom environments are one of the most common classroom management challenges teachers face. One of these factors was the high temperatures in the classroom because the city's weather was frequently very hot and the classrooms did not have ceiling fans or air conditioning. Noise from outside was another factor that was usually caused by different sources (people on the street, students in other classrooms, cultural and social activities inside the school, etc.). In addition, other factors included overcrowded classrooms, inconvenient seating arrangements, and lack of or insufficient resources.

b. Students' misbehavior

The challenges faced by the teachers also comes from the students. Students' misbehavior becomes a challenge for the teacher in implementing classroom management. Macias & Sancez (2015) claim that there were other issues ranging from minor acts of misconduct to major acts of misbehavior by the students. The minor acts of misconduct are disruptive talking, tardiness, and failure to do in-class work or homework. Major acts of misbehavior are yelling

at each other, physical aggression, and insulting or bullying other students.

c. Students' attitudes and language levels

The other challenges faced by the teacher in implementing classroom management are students' language levels and attitudes toward the class. The students' language levels include students who had difficulties understanding or expressing their ideas in English, while the challenges in the students' attitudes include unwillingness to participate and lack of attention and motivation in class.

Another challenges in implementing the classroom management in teaching speaking is mentioned by Merc & Subasi (2015). They state that the disruption of classroom management can occur both because of the students and the teacher. The disruption that occurs because of the students includes noisy students, lack of participation, naughty students, uninterested students in the lesson, unnecessary talking, hyperactive students, quarreling, LI use, tardiness, hyperactive students, and lazy students. While examples of the problems that come from the teacher's factor are the teacher's time management, teacher anxiety, teacher's attendance, teacher's tardiness, and teaching techniques and styles.

## **5. Solutions for the Challenges Faced by English Teacher in Implementing the Classroom Management**

In the teaching and learning process, the teacher will face some students that disturb the teacher in managing the classroom

management. Marciniak (2015) suggests using two different verbal and nonverbal strategies to manage disruptive behavior. The nonverbal strategies are: teacher stops talking to get the students' attention, moving around and standing near students that make noise, placing the thumb in front of the lips as a signal to the students to be silent, using eye contact, and the last one is using facial expression. While verbal strategies are shouting out the students' names, asking questions, and even explaining the rule as a warning might be used.

Smith and Laslett (2002) suggest an approach that can reduce misdemeanors. For minor offences such as unnecessary chatter between students, noise occurring, excessive movement, shuffling papers and moving chairs, it's a possible distraction that can be reduced by setting rules and consequences.

In addition, in the teaching and learning process, the teacher will face some students that do not have motivation in learning. Arianti (2018) states that teacher has very important role in increasing students' learning motivation. There are some activities that can be done by the teacher increasing the students' motivation in learning. The activities are as follows:

- a. Make students active in learning activities in teaching

The teacher guides students by providing knowledge and asking questions, and also the students complete their assignments

properly with the goal of encouraging student motivation in learning.

b. Creating a conducive classroom atmosphere

Conducive class here is a class that is safe, comfortable, and always allows students to learn in a peaceful environment and also supporting the learning process with the intended spatial layout..

c. Creating varied learning methods

The varied learning methods will make the students interesting in following the lesson and it also make the students not bored with the method. The goal is for students are always motivated in the activities of the learning process.

d. Increase enthusiasm in teaching

The teacher is a very important factor to foster student learning motivation. If the teachers not enthusiastic in the process of learning, the students will not be motivated in learning.

e. Awarding

This award can be in the form of grades, prizes, praise, and so on so that students are motivated to learn and always want to be the best.

f. Create activities that involve students in class

This activity can be used for the students to share knowledge, ideas, or ideas in completing individual student assignments with all students in the class

## **C. Review on Speaking Skill**

### **1. Notion of Speaking Skill**

According to Riski S et al. (2018), speaking skill is one's ability to express opinions, ideas, or thoughts verbally which is systematic and has a meaning that can be understood by the person they are speaking with. It is in line with Nunan (2003) that defines speaking skill as the ability to express one's opinion, thoughts, and feelings to another person verbally during a conversation. Harmer (2007) states that speaking is the ability to speak fluently necessitates not only knowledge of language features but also the ability to process information and language on the spot. Kayi (2006) added that speaking skill is the productive skill in the oral mode.

From the explanation above, the researcher concludes that speaking skill is the ability to express opinions/ideas, feeling, or thoughts to others verbally in order to get or give information and knowledge.

### **2. Aspects of Speaking Skill**

According to Syakur (2007) as cited in (Lestari, 2021) there are at least five components of speaking. The components are:

#### **a. Comprehension**

In speaking, comprehension becomes one of the important factors. Comprehension influences whether or not a speaker

successfully conveys a message or information. Speakers must be able to communicate effectively in order to avoid misinterpretation.

b. Grammar

Grammar is the study of how words combine to produce sentences. In speaking, the speaker needs knowledge related to grammar to arrange the correct sentence when communicating with others.

c. Vocabulary

Vocabulary is the total quantity of words required to convey ideas and the speaker's meaning. When the speaker does not have a rich vocabulary, they cannot express their feelings or thoughts in both oral/written forms effectively.

d. Pronunciation

Pronunciation is the way students produce utterances of words clearly when they are speaking. When students pronounce words correctly, it would make the listener understand the thing the speaker speak.

e. Fluency

Fluency is the skill to speak at an effective rate, speak smoothly, and create the appropriate word without expending too much mental effort. Fluency in speaking indicates that the speaker does not need a lot of time to search for what words are needed to express feeling or thought.

Based on the explanation above, there are five components of speaking. The components of speaking are comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **D. Review on Teaching Speaking Skill**

##### **1. Notion of Teaching Speaking Skill**

Teaching speaking skill in EFL is not easy because English is not the mother tongue of the students. Teaching is the act of showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, or causing someone to know or understand something (Brown, 2007). In addition, according to Crawford et al (2005), teaching is more than just a set of methods. Teaching well involves addressing a set of objectives for a specific group of students, at a specific point in the school year, with specific resources, within a specific time frame, in a specific school and community setting.

Nunan (2003) as cited in Kayi (2006) states that teaching speaking skill means that the teacher teaches the listener to:

- a. Produce the English speech sound and sound pattern.
- b. Use word and sentence, stress intonation pattern, and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing, values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the explanation above, the researcher concluded that teaching speaking skill is the act of teaching someone in order to make the learner understand and can speak in English from the basic component of speaking.

## **2. Techniques in Teaching Speaking Skill**

In the teaching process of speaking skill, a teacher used strategy to achieve the learning objectives. Here are some techniques for teaching speaking skill:

### **a. Role Play**

Role play is a creative teaching technique in which people take on the roles of others. Role play involved speaking activities where the students take an imaginative leap out of the classroom boundaries and use real-life languages (Thornbury, 2005). Nunan (2003) also states that in the teaching process of speaking skill, role play activities become important because it gives a chance to the students to practice communicating in different social contexts and target language.

b. Storytelling

Storytelling is an activity that needs a certain level of interaction between the storyteller or individual and the audience or listener (Zaro and Saberri, 1998). Kayi (2006) states storytelling technique can stimulate students' creative thinking and help them to express their ideas including the characters and setting of the story in the beginning, the progress, and the end.

c. Discussion

According to Kayi (2006), a discussion is a technique in which the teacher forms some groups of students and then the teacher gives a topic to every group to discuss it and at the end of the discussion, every group should conclude about the topic given. This technique can be used in teaching speaking skill and it helps the students to learn to speak in the process of discussion itself and the presentation of the conclusion.

d. Gallery Walk

According to Caulfield and Jennings (2005), the gallery walk technique is one of the techniques used in the classroom for students to submit comments, questions, and answers written on paper hung on a wall. The term "Gallery Walk" refers to a learning activity in which students go around the classroom and actively participate by observing, questioning, exchanging ideas, responding to their peers,

and forming their ideas. This technique is used to create a new atmosphere in the classroom.

e. Jigsaw

Jigsaw is a kind of cooperative learning designed for the students' responsibility because, in this technique, every student has a responsibility to teach their part to the other students in their group (Perwitasari et al., 2018). Therefore, in this technique, the students are required to be active in speaking. Furthermore, the students will gain knowledge of both academic and social aspects by using this strategy, including how to interact with their group to talk, offer opinions, and ask questions.

From the explanation above, there are some techniques for teaching speaking skill. The techniques are role play, story telling, discussion, gallery walk, and jigsaw.

## **E. Previous Studies**

To conduct this research, the researcher presents some previous studies to compare this research with other researcher. Some previous studies are as follows:

The first research was conducted by Arif Rifanan (2019), entitled "*The Classroom Management Strategies of English Teaching-Learning Process in Large Class (A Descriptive Study at the Eighth Grade of MTsN 2 Boyolali in Academic Year 2018/2019)*". The similarities were the researchers used descriptive qualitative study and the theory used. The

differences were in Arif's research, the subjects of the research were two English teachers, while in this research, the subject of research was one English teacher. In Arif's research, the data collection techniques were observation and interview, while in this research, the data collection technique were observation, interview, and documentation.

The second research was conducted by Afore Tahir Harefa, Hasrat Sozanolo Harefa, and Jevan Selamat Zega (2022), entitled "*The Descriptive Analysis of Teacher's Classroom Management in Teaching English*". The similarities were the researchers used descriptive qualitative study and both researchers describe classroom management. The differences were in Harefa et al.'s journal, the subjects of the research were two English teachers, while in this research, the subject of research was one English teacher. In Harefa et al.'s journal, the data collection techniques were observation and interview, while in this research, the data collection techniques were observation, interview, and documentation.

The third research was in the Journal of Humanities and Social Studies conducted by Sri Setyaningsih and Yudhie Suchyadi (2021), entitled "*Classroom Management in Improving School Learning Processes in the Cluster 2 Teacher Working Group in North Bogor City*". The similarities were the researchers used descriptive qualitative study and described classroom management. The differences were the purposes of research in Sri Setyaningsih and Yudhie Suchyadi's journal were to describe the planning and the implementation of classroom management, supporting

and inhibiting factors of classroom management to increase the learning process, and then the strategy to increase the learning process. While in this research, the purposes of the research were to describe the implementation of the rules of classroom management in teaching speaking skill and to find out the problems faced by the teacher in implementing the rules of classroom management in teaching speaking skill.

The fourth research was in the Journal of English Education and Development conducted by Rifdah Diniatulhaq, Annafi Ananda Oktaria, and Azwar Abbas (2020), entitled “*Classroom Management Strategies in English Language Teaching: A Perspective of English Teacher*”. The similarities were both researchers described classroom management and used descriptive qualitative to analyze the data. The differences were the subjects in Diniatulhaq et al.’s journal were three English teachers, while in this research, the subject of research is one English teacher. In Diniatulhaq et al.’s journal, the data collection technique was only semi structure interview, while in this research, the data collection techniques were observation, interview, and documentation.

**Table 2.2** The Table of Previous Studies

No	Title	Similarities	Differences
1	<i>The Classroom Management Strategies of English Teaching-Learning Process in Large Class (A Descriptive Study at the Eighth</i>	The researchers used descriptive qualitative study and the theory used was Simth and Laslett’s theory.	In Arif’s research, the subjects of research were two English teachers, while in this research, the subject of research was one English teacher. In Arif’s research, the data collection techniques were

	<i>Grade of MTsN 2 Boyolali in Academic Year 2018/2019 (2019).</i>		observation and interview, while in this research, the data collection techniques were observation, interview, and documentation.
2	<i>The Descriptive Analysis of Teacher's Classroom Management in Teaching English (2022).</i>	The researchers used descriptive qualitative study and both researchers described classroom management.	In Harefa et al.'s journal, the subjects of the research were two English teachers, while in this research, the subject of the research was one English teacher. In Harefa et al.'s journal, the data collection techniques were observation and interview, while in this research, the data collection techniques were observation, interview, and documentation.
3	<i>Classroom Management in Improving School Learning Processes in the Cluster 2 Teacher Working Group in North Bogor City. (2021).</i>	The researchers used descriptive qualitative study and the other similarity was both the journal and this research described classroom management.	The purposes of research in Sri Setyaningsih and Yudhie Suchyadi's journal were to describe the planning and the implementation of classroom management, supporting and inhibiting factors of classroom management to increase the learning process, and then the strategy to increase the learning process. While in this research, the purposes of research were to describe the implementation of the rules of classroom management in teaching speaking skill and to find out the problems faced by the teacher in implementing the rules of classroom management in teaching speaking skill.

4	<i>Classroom Management Strategies in English Language Teaching: A Perspective of English Teacher (2020).</i>	Both researchers described classroom management and used descriptive qualitative study.	The subjects in Diniatulhaq et al.'s journal were three English teachers, while in this research, the subject of research was one English teacher. In Diniatulhaq et al.'s journal, the data collection technique was only semi-structure interview, while in this research, the data collection techniques were observation, interview, and documentation.
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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

In this research, the researcher used a descriptive qualitative. According to Creswell (2014), in qualitative research, the researcher studies the participants' problems or issues and addresses research to obtain the information. Sugiyono (2013) states that qualitative research is research do in its natural setting. According to Yusuf (2014), descriptive qualitative research is the detailed description of situations, activities, events, or particular phenomena both concerning the human being and his/her relationship with other human beings.

In conclusion, this research was descriptive qualitative research. The research was qualitative because the data were in the form of words. On the other hand, the research was descriptive as the researcher uses a descriptive method. For this reason, the researcher described how the rules of classroom management implemented by the English teacher in teaching speaking skill at the eighth grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023 and also explained the challenges faced by the teacher in implementing the rules of classroom management.

## B. Research Setting

### 1. Place of Research

This research conducted at SMP Al Azhar Syifa Budi Solo. It is located in Jl. MT Haryono No.82, Manahan, Kec. Banjarsari, Kota Surakarta, Jawa Tengah. Here are the school organizational structure and the infrastucture of SMP Al Azhar Syifa Budi Solo:

### 2. Time of Research

The schedule of the research can be seen in the table below:

**Table 3.1** Schedule of Research

Schedule	2022				2023																							
	December				January				February				March				April				May							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Planning of proposing a thesis	■	■																										
Arranging of research proposal			■	■	■	■	■	■	■	■	■	■	■	■	■	■												
Research																	■	■	■	■	■	■	■	■				
Arranging research thesis																	■	■	■	■	■	■	■	■				
Consulting the thesis to the advisor																									■	■		

### **C. Research Subject**

The research subject is the subject intended to be researched by the researcher (Arikunto:2006). It means that research subject is a source of information that is explored to reveal the facts of the research area. The research subject in this research was the English teacher of the eighth grade at SMP Al Azhar Syifa Budi Solo. The English teacher's name is Martha Dewi Windarta, S. Pd. She holds a bachelor degree in English Education from Muhammadiyah University of Surakarta. Then she started to teach in a school in 2009 and becomes *Guru Penggerak* in 2021.

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

The data of this research were field notes from the observation, interview transcript, and lesson plan. The source of data in this research includes events, informant, and document. The definition of event and informant are as follows:

#### 1. Events

The event in this research was in the form of classroom management activities in the classroom of English Subject in the eighth grade English teacher.

#### 2. Informant

In this research, the researcher collected the information. Related to the research, the informant was the English teacher of eighth grade in

SMP Al Azhar Syifa Budi Solo. The English teacher was the key informant in this research through the interview.

### 3. Documents

Documents were used as a complement of observation and interview techniques. Documentation technique undertaken by the researcher aimed to determine the implementation of rules of classroom management in teaching speaking skill. The type of documentation used in this study was a lesson plan.

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

Inquirers, in many qualitative studies, collect data in many forms and spend a lot of time in the natural environment to obtain information. The collection procedures involve four basic types, those are qualitative observation, qualitative interview, qualitative document, and the last category is qualitative audio and visual materials (Cresswel, 2014). In this research, there were two techniques for collecting the data, those are observation and interview.

### 1. Observations

In qualitative research, at the research site, the researcher takes field notes on the activities and the behavior (Cresswel, 2014). In this research, the observation was conducted in some meetings of the English lesson. In this technique of collecting data, the researcher observed the activities or events done by the teacher in implementing the rules of classroom management in the teaching process of speaking

skill and the challenges faced by the teacher in implementing the rules of classroom management in teaching speaking skill. Here the researcher was the observer.

## 2. Interview

According to Cresswell (2014), in an interview, the researcher conducts face-to-face interviews with participants, through telephone (telephone interview), or involved in focus group interviews that in every group consists of six to eight interviewees. Interviewing people aim to find out their minds (what they think) or how they feel about something.

In this research, the interview was conducted to obtain information related to the classroom management used in the teaching process of speaking skill and the challenges faced by the teacher in implementing the rules of classroom management. The type of interview in this research was a semi-structured interview. It is included in an in-depth interview. The main purpose of using this kind of interview is to get detailed information about the researched topic from the interviewee.

## 3. Documentation

Documents were recorded of past events (Sugiyono, 2013). A document may take the form of text, images, or the monumental works of a person. In this study, the researcher used this technique to support data collection from observation and interviews related to the implementation of the rules of classroom management in teaching



## 2. Interview Guidelines

The interview conducted with the eighth grade English teacher. The interview guidelines are as follows:

**Table 3.3** Interview Guidelines

<b>RQ</b>	<b>Topic</b>	<b>Indicator</b>	<b>Question</b>
1	The implementation of the rules of classroom management in teaching speaking skill. (Smith and Laslett Theory)	Get them in	<ul style="list-style-type: none"> <li>• What do you usually do before open the lesson?</li> <li>• How do you open your class while teaching speaking skill?</li> <li>• How do you arrange the students' seating in teaching speaking skill?</li> <li>• What do you usually do to warm up the students before start the lesson of speaking skill?</li> </ul>
		Get on with it	<ul style="list-style-type: none"> <li>• How do you choose the speaking material for the students?</li> <li>• What method or technique that you usually do in teaching speaking skill?</li> <li>• What do you do to make the students ready to change together from one activity to another?</li> <li>• What do you do to get the students attention before deliver the material or instruction?</li> <li>• How do you used facial expression while teaching speaking skill?</li> <li>• How do you set your voice or tone while teaching speaking skill?</li> </ul>

			<ul style="list-style-type: none"> <li>• How do you used facial expression in teaching speaking skill?</li> <li>• How do you use the language in the process of teaching speaking skill?</li> <li>• How do you check the students understanding?</li> </ul>
		Get on with them	<ul style="list-style-type: none"> <li>• What do you do to memorize your students' name?</li> <li>• What do you do to reduce the potential of disruption while the process of teaching speaking skill?</li> <li>• How do you guide or give advice to your students while they working on their task?</li> <li>• What do you usually do to make sure that students working on their task?</li> </ul>
		Get them out	<ul style="list-style-type: none"> <li>• How do you give the summary to the students at the end of teaching speaking skill process?</li> <li>• How do you give feedback to your students?</li> <li>• What do you do to end or to dismiss the students in teaching speaking skill?</li> </ul>
2	The challenges faced by the teacher in implementing the rules of classroom management in teaching speaking skill.	The classroom environment	<ul style="list-style-type: none"> <li>• How do the facilities in the Nasai classroom support the ease of the teacher in in implementing the rules of classroom management in teaching speaking skill?</li> <li>• How is the ratio of the number of the children in the Nasai class to the area of the room?</li> </ul>

	(Macias & Sancez Theory)	Students' misbehavior	<ul style="list-style-type: none"> <li>• What kind of students' misbehavior that disturb the implementation of the rules of classroom management in teaching speaking skill and what do you do to solve the students' misbehavior?</li> <li>• How do the tardiness influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> </ul>
		Students' attitudes and language levels	<ul style="list-style-type: none"> <li>• How do the students that have difficulty in understanding and expressing their idea in English influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> <li>• How do the lack of attention and motivation's students influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> </ul>

### G. Trustworthiness of the Data

In qualitative research, to get valid data, the researcher should analyze the validity of the data source. It is important to make sure that the data are valid. Validity refers to the appropriateness, meaningfulness, and

usefulness of the interference made by the researcher based on the data collected.

There are some techniques to check the validity of the data. In this research, to check the validity of the data, the researcher will use triangulation. Denzin (2018) defines triangulation as the use and combination of multiple (theoretical and methodological) approaches in the investigation of the same phenomenon. Then he divides four types of triangulation, those are data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

In this research, the researcher used methodological triangulation. It is because the researcher used some techniques to collect the data. The researcher rechecked the information from observation, interview, and documentation.

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

After the data were collected, then the researcher analyzed all the obtained data. The data analysis technique is qualitative data analysis. Data analysis in this research was performed by using the techniques proposed by Miles and Huberman (1994). This includes data reduction, data display, and conclusion drawing. The steps of data analysis are as follows:

### **1. Data Reduction**

According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcripts.

Not all of the obtained data by the researcher were important. So, it is needed to select the most appropriate and important ones, the researcher must select the data. In the data reduction process, the researcher selected, focused, simplified, and abstracted the data in the field note, transcript, and lesson plan. In this research, the researcher reduced the data about the activities or information that are out of the topic and not appropriate to the research problems.

## 2. Data Display

According to Miles and Huberman (1994), a display is often an organized, compressed assembly of information that allows for conclusion drawing and action. The researcher could easily understand and assess what occurred with the data by displaying the data. Data were organized methodically depending on the required structure before being shown. The subject and instrument data were compared to the theory. The theory and research problems were used to cross-check the field data and interview transcript. The researcher in this study employed a narrative essay to present the facts.

## 3. Conclusion Drawing

The conclusion may not emerge until data collection is completed, depending on the size of the corpus of field notes; coding storage, and retrieval methods of the funding agency, but they are frequently foreshadowed from the beginning, even when a researcher claims to have been proceeding inductively (Miles and Huberman, 1994).

In this research, throughout the research, a conclusion drawn continuously. The researcher tended to accumulate and formulate her interpretations as she goes along. The researcher also wrote up her interpretation of the observation, interview, and documentation.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023

In this part, the researcher showed the findings of the rules of classroom management implemented by the English teacher in teaching speaking skill. The findings are divided into four rules which are get them in, get them out, get on with it, and get on with them.

##### a. Teacher's activities "Get them in" process

###### 1) Greeting

The results of observation showed that at the beginning of the lesson, the teacher said *sallam*, checked the students' attendance asked the students to pray for their friends that absent. The teacher also asked the students that sleep or sleepy to wash their face first and asked the students to tidy up the tables and chairs when they looked messy.

The results of the first, second, and third observations showed that at the beginning of the lesson, the teacher greeted the students to open the class. The teacher said *sallam*, she said, "*Assalamu'alaikum warrahmatullohi wabarakatuh*". Then she checked the students' attendance, she said, "*Who absent*

*today?''*. The teacher also asked the students that feel sleepy to wash their faces. She said, *“Yang mengantuk, ke belakang dulu, wash your face”*.

In a certain condition, in greeting, the teacher also did some activities. The result of the first observation on Tuesday, April 4<sup>th</sup>, 2023 showed that the teacher also asked the students to tidy up their chairs and tables. It did by the teacher because when she entered the class, the tables and chairs were messy. She said, *“Meja dan kursinya ayo dirapihkan dulu.”*. The teacher also asked the students to pray for their friends that absent. It did by the teacher because students did not know what happened with their absent friend. Then the teacher said, *“Dibiasakan ya, kalau ada teman yang tidak masuk kita doakan, kalau sakit semoga cepat sembuh dan kalau ada masalah di rumah bisa cepat diselesaikan”*.

The interview results showed that to open the class, the teacher said *sallam*, checked the students' attendance, and asked the students to pray for the absent students. She said,

*“Yang jelas yah standar, mengucapkan salam kemudian menumbuhkan kepekaan siswa kepada rekan-rekannya dengan bertanya ada tidak masuk ngga. Kemudian kalau siswa tidak tahu, saya mengajak siswa untuk mendoakan yang tidak masuk karena mungkin mereka yang tidak masuk itu sedang sakit atau sedang ada halangan dan kita mendoakan supaya dimudahkan.”*. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)

The interview results also showed that at the beginning of the lesson, the teacher asked the students to tidy up the tables and also asked the students that sleepy to wash their faces. She said,

*“Jadi, yang pertama dan utama kan kenyamanan anak-anak dulu, jadi kita kondisikan dulu lingkungannya, kemudian baru pengkondisian anaknya.” (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The documentation data from the lesson plan also showed that in the steps of the activity, specifically in the preliminary activities, the teacher greeted the students. The teacher also checked the students’ attendance. The transcript of the documentation in the lesson plan of there is and there are material showed below:

*a. Orientasi*

- *Guru mengucapkan salam dan bertegur sapa dengan peserta didik dalam.*
- *Peserta didik berdoa sebelum memulai kegiatan.*
- *Guru mengecek kehadiran siswa*

From the data above, it was clear that in opened the lesson, the teacher said *sallam*, checked the students’ attendance asked the students to pray for their friends that absent. The teacher also asked the students that sleep or sleepy to wash their face first and asked the students to tidy up the tables and chairs when they looked messy.

## 2) Seating

The result of observations showed that the teacher arranged the students' seating in the process of teaching speaking skill. The result of the first, second, and third observations showed that the teacher arranged the seating in orderly rows and separate tables. The teacher arranged the seating in orderly rows when she opened the lesson until she finished explaining the material. Then the teacher arranged the students' seating in separate tables when the students did group discussion. The observation data showed in the form of the following figure:



**Figure 4.1** Students' seating arrangement in orderly rows  
(1<sup>st</sup> observation, Tuesday, April 4<sup>th</sup>, 2023)



**Figure 4.2** Students' seating arrangement in separate tables  
(1<sup>st</sup> observation, Tuesday, April 4<sup>th</sup>, 2023)

Based on the interview result, at the beginning of the lesson, the teacher gave the students a chance to sit where they want to sit, then the teacher arranged the seating based on the technique used. The teacher said,

*“Seating arrangement itu kalau saya bergantung pada sosio-emosional anak. Di awal, ketika kita datang itu mereka bergerombol dan lainnya itu saya persilahkan. Saya membuat mereka itu nyaman dan bisa menerima kehadiran saya dan pelajaran saya dulu. Kemudian saya akan arrange tempat duduk mereka sesuai dengan kebutuhan atau teknik/metode yang digunakan.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

From the data above, it was clear that the teacher arranged the students' seating. The teacher used a seating arrangement that was customized with the method or technique used.

### 3) Starting

The result of observation showed that the teacher did an apperception and reviewed the previous material or activity. The first, second, and third observation results showed that the teacher started the lesson with an apperception. The apperception that did by the teacher varied. In the first and second observation results, the teacher did an apperception with invited them to a small talk about their fasting and the previous lesson. While in the third observation, on Tuesday, April 11<sup>th</sup>, 2023, the teacher did an apperception by asking the students to mention one word that described the English lesson with Bunda Martha one by one. She said, *“Karena tadi ada yang bilang aku nunggu banget Bahasa Inggris, jadi sekarang bunda mau tanya. Please give me reason, one word that described belajar Bahasa Inggris dengan bunda”*

The first and third observation results also showed that the teacher reviewed the material or activities in the previous meeting. This activity was conducted by the teacher because the material or activity still has a relation to the previous meeting. In the first observation result, on Tuesday, April 4<sup>th</sup>, 2023, the teacher reviewed the material that has given in the previous meeting, she said, *“Kemarin kita sudah mempelajari recount*

*text. Ada yang masih memorize what recount text is?”*. While in the result of the third observation, on Tuesday, April 11<sup>th</sup>, 2023, the teacher reviewed the activities in the previous meeting. It did by the teacher because the previous activity will be continued in that meeting. She said, *“Apa yang kita lakukan di previous meeting? Do you remember your group”*.

The interview result showed that the teacher did an apperception and reviewed the previous material, the teacher said,

*“Untuk pembelajaran Bahasa Inggris dan dalam pembelajaran speaking skill sendiri itu biasanya saya melakukan apersepsi dulu dengan diajak ngobrol, jadi kayak warming-up dulu biar anak-anak itu bondingnya muncul. Kemudian biasanya juga dilanjutkan dengan mereview materi atau kegiatan di pertemuan sebelumnya.”*. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)

The documentation data from the lesson plan also showed that in the steps of the activity, specifically in the preliminary activities, the teacher did an apperception. The transcript of the documentation in the lesson plan of there is and there are material showed below:

*Apersepsi:*

- *Guru menampilkan gambar untuk mengaitkan materi yang akan dibahas.*
- *Guru mengingatkan kembali materi prasyarat (Penggunaan there is dan there are)*
- *Peserta didik merespon pertanyaan pendahuluan yang diajukan guru berupa:*

*How many people are there in this picture?  
Where are they/where is he?*

From the data above, it was clear that the teacher started the lesson with an apperception and review the previous material or activity.

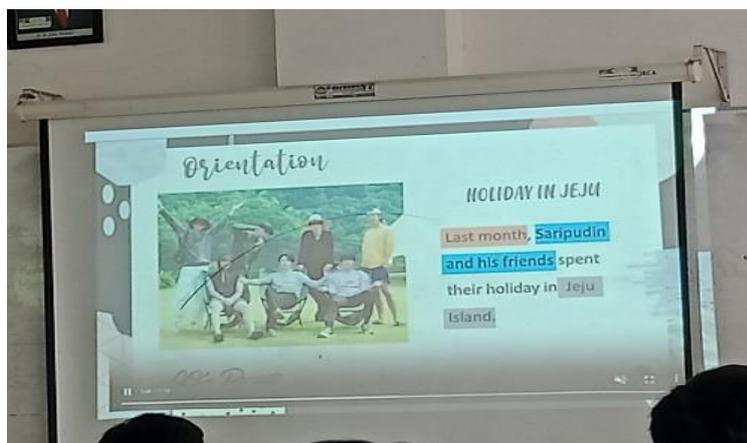
## **b. Teacher's activities in "Get on with it" process**

### **1) Content**

The result of the interview showed that the teacher used the 2013 curriculum in teaching English for the eighth class. The material itself followed the material for English in the 2013 curriculum. In the interview, the teacher said,

*"Kalo kelas 8 ini masih memakai kurikulum 2013 mba.". (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

Based on the first, second, and third observation results, the teacher delivered the material from the 2013 curriculum. In the first observation on Tuesday, April 4<sup>th</sup>, 2023, the teacher delivered a recount text. In the second observation on Monday, April 10<sup>th</sup>, 2023 and in the third observation on Tuesday, April 11<sup>th</sup>, 2023, the teacher delivered there is and there are material. The observation data also showed in the form of the following figure:



**Figure 4.3** Teacher delivered recount text (1<sup>st</sup> observation, Tuesday, April 4<sup>th</sup>, 2023)

The result of the interview also showed that the teacher used some techniques in teaching English especially in teaching speaking skill. She said,

*“Saya menggunakan beberapa teknik/metode seperti diskusi dan problem based, tetapi yang paling sering saya aplikasikan dan saya kembangkan yaitu jigsaw sama walking gallery. Alasannya karena di jigsaw itu ada dua grouping yaitu grup awal dan grup kedua. Grup pertama yaitu dimana mereka di small group, mungkin mereka ada yang ngomong dan ada yang ngga, tetapi nanti ketika sudah harus move to another itukan mereka punya hak dan kewajiban untuk menyampaikan dari grup yang tadi, jadi willing or not itu mereka harus menyampaikan. Jadi memang ketika anak-anak diberi kesempatan untuk berbicara insyaAllah mereka sebenarnya bisa. Kemudian dilanjutkan hasil proyek itu di walking gallery. Walking gallery itu juga semakin menguatkan mereka. Jadi mereka harus asking as much as they can ke presenter kelompok yang lain dengan bahasa inggris karena nanti diakhirnya itu mereka mendapatkan hak untuk memilih yang paling bagus yang mana.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The result of the first, second, and third observations showed that the teacher used some techniques in teaching speaking skill. She used discussion technique, jigsaw technique, and also gallery walk technique. The observation data also showed in the form of the following figure:



**Figure 4.4** Teacher used discussion technique (1<sup>st</sup> observation, Tuesday, April 4<sup>th</sup>, 2023)

The documentation data from the lesson plan also showed that the material given to the students were recount text and there is and there are material. The teacher also used discussion as a technique in the teaching and learning process of speaking skill. The transcript of the documentation in the lesson plan of recount text showed below:

*Metode Pembelajaran:*

- a. *Pendekatan* : *Scientific TPACK*
- b. *Model* : *Problem Based Learning*
- c. *Metode* : *Tanya jawab dan Diskusi*

## 2) Manner

The first, second, and third observation results showed that the teacher used some manners in the process of teaching speaking skill. The teacher delivered today's steps, ensure that the students were ready to change together from one activity to another, the teacher gained the students' attention first, the teacher used a clear and sufficient volume, used eyes to communicate, used facial expression, and used a question to check the students' understanding.

The first manner done by the teacher was the teacher delivered today's steps to the students. The researcher presented one of the observation transcripts of the teacher's activity in delivering the today's steps. The third observation done by the researcher on Tuesday, April 11<sup>th</sup>, 2023, showed that the teacher delivered today's steps. She said, *"Today's steps are, the first is you have to create the sketch, denah sekolah kalian dengan berkelompok sesuai kelompok kemarin. Bunda memberikan kalian waktu 10 minutes. The second is you do the walking gallery. Bunda beri kalian waktu 15 menit. The last one, kalian akan vote the best kelompok"*

The second manner was the teacher ensured that the students were ready to change together from one activity to another. The

researcher presented one of the observation transcripts of the teacher's activity to ensure that the students were ready to change together from one activity to another. The second observation done by the researcher on Monday, April 10<sup>th</sup>, 2023 showed that the teacher ensure that the students were ready to change together from one activity to another, she said, "*5 minutes left. Jarum panjang di angka 3 kalian harus move to another group*" and "*Oke time is up*".

The third manner was the teacher gained the students' attention before speaking. The researcher presented one of the observation results of the teacher's activity in gained the students' attention. In the first observation on Tuesday, April 4<sup>th</sup>, 2023, the teacher said, "*Please pay attention to my word*".

The other manner done by the teacher was used eyes to communicate. The teacher delivered the materials with made an eye contact with the students. The first observation done by the researcher on Tuesday, April 4<sup>th</sup>, 2023, showed that the teacher made eye contact with a student and then she asked the students to read the text in the power point, she said, "*Davin read the text, the orientation part only.*".

The teacher also used a question to check the students' understanding. The researcher presented one of the observation transcripts of the teacher's activity in used a question to check

the students' understanding. The second observation done by the researcher on Monday, April 11<sup>th</sup>, 2023, showed that the teacher used a question to check the students' understanding, she said, "*Bisa dipahami today's learning model? So, what will we do today?*".

The other manners did by the teacher were the teacher used a clear voice with sufficient volume and also used facial expression. In the first, second, and third observation result showed the teacher's voice was clear with sufficient volume so that the students who sat in the back seats can hear the teacher's explanation. The teacher also used facial expression. In the first, second, and third observation done by the researcher, the teacher always smile while entered the room and she also always cheerful while taught the students.

The interview results showed that the teacher delivered today's steps to the students so that the students know what to do. The teacher said,

*"Saya juga sering menyampaikan today's steps. Jadi, today's steps itu membuat anak-anak tertata dan juga terjadwal. Biasanya saya nulis di papan tulis, memberitahu ke siswa bahwa hari ini kita akan ngapain aja." (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The interview results also showed that the teacher ensured that the students were ready to change together from one activity to another. She said,

*“Yang pertama mba, untuk controlling itu sangat penting sekali karena kaya tadi, kita punya today’s steps, misal di satu sesi bunda kasih 5 minutes yaudah siswa harus mengikuti dan harus sudah ada hasilnya kalau itu tugas. Jadi dengan pola pengingatan seperti five minutes keft itu akan mengingatkan mereka untuk aware.” (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The interview result showed that before speaking, the teacher gained the students’ attention first and then delivered the material using a clear and sufficient volume. The teacher said.

*“Kalau saya lebih ke deal-dealan dengan siswa. Saya mengatakan kepada siswa bahwa bunda itu satu dibandingkan kalian yang jumlahnya 29, dalam beberapa waktu bunda benar-benar ingin kalian dengar.” (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The interview results also showed that the teacher used eyes to communicate. She said

*“Iya, kalau saya ngajar itu melihat anak gitu. Eye contact juga tidak hanya ketika ngajar gitu, tetapi ketika proses anak belajar juga itu juga kita harus dekati.” (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The interview result also showed that the teacher used a facial expression in the teaching and learning process.

*“Iya mba karena itu penting banget. Jadi seberapapun ruwetnya kehidupan guru di luar kelas, ketika kita masuk ke kelas, kita harus jadi orang yang ceria. Karena kalo kita ketika baru masuk saja sudah menunjukkan kalau kita badmood, maka akan mempengaruhi pembelajaran juga. Anak-anak juga jadi tidak nyaman dengan kita.” (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The interview results also showed that the teacher used a question to check the students’ understanding. She said,

*“Kalau cek pemahaman, biasanya saya tanya sudah paham apa belum. Kemudian yang jelas dengan latihan-latihan.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

Based on the data above, it was clear that the teacher used some manners in delivering the material. The teacher delivered today's steps, ensured that the students were ready to change together from one activity to another, the teacher gained the students' attention first, the teacher used a clear and sufficient volume, used eyes to communicate, used facial expression, and used a question to check the students' understanding.

### **c. Teacher's activities in “Get on with them” process**

#### **1) Who's who**

Based on the observation result, the teacher mentioned the students' names in order to discipline them. When there was a student that did not discipline, then the teacher mentioned their name and give a consequence. The researcher presented some observation transcripts of the teacher that mentioned the name of the undisciplined students. The first observation on Tuesday, April 4<sup>th</sup>, 2023 showed that the teacher asked a student to wear his shoes, she said, *“Ahsan, wear your shoes! Pakai diluar, if you have wear it, you can enter the room.”*. The second observation on Monday, 10<sup>th</sup>, 2023 showed that the teacher asked one of the students to wear his tie, she said, *“Amin, dasinya dipakai dulu, sana berdiri.”*. Then the third observation on

Tuesday 11<sup>th</sup>, 2023 showed that the teacher asked one of the students that sat in the aisle to sit in front of the teacher, she said, “*Fahry pindah sini depan*”. The students then move to sit in front of the teacher.

The result of the interview showed that the teacher gave a consequence to students while they did not discipline. She gave a consequence with mentioned the students’ names. She said,

*“Untuk mendisiplinkan anak itu saya memberi mereka konsekuensi atas apa yang mereka buat. Seperti kemarin itu si Ahsan yang tidak memakai sepatu, saya menyuruhnya keluar dulu.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

Based on the data above, it was clear that the teacher used her authority to discipline the students. It did by the teacher with mentioned the students’ names in discipline them.

## **2) What’s going on**

Based on the first, second, and third observation results, the teacher did some activities to build a relationship with the students and to monitor the students to keep on with their tasks. The teacher moved around the room, offered and gave advice and guidance, and also reminded the students that made a disruption to focus on their task.

The first activity was the teacher moved around the room. It did by the teacher when the students did the assignment. She moved from one student’s group to another students’ group. The

observation data when the teacher moved around the room showed in the following figure:



**Figure 4.5** Teacher moved around the room (2<sup>nd</sup> observation, Monday, April 10<sup>th</sup>, 2023)

The teacher also offered and give advice and guidance to the students while they did an assignment. The researcher presented one of the observations transcript of the teacher’s activity in offered and give advice and guidance to the students. In the first observation on Tuesday, April 4<sup>th</sup>, 2023, there was a student that asked about how many paragraphs they should make in the part of event . He said, “*Bun, di bagian event berapa paragraf?*”. Then the teacher answered, she said, “*minimal satu paragraf ya*”. The teacher also justified the student’s wrong pronunciation in spelling the word “event” and she showed the correct pronunciation, she said, “*Bedakan yaa antara pengucapan event*

*yang bermakna peristiwa dan juga even bermakna bahkan”*. In the first observation on Tuesday, April 4<sup>th</sup>, 2023, the teacher also gave guidance to the students to use English in did the gallery walk, she said, *“Use English ya dalam mempresentasikan denahnya dan juga ketika bertanya to the presentator. Ask as much as you want”*.

Then, the teacher also reminded the students that made a disruption to focus on their task. The researcher presented one of the findings of the teacher’s activity in reminding the students that made a disruption to focus on their task. In the second observation on Monday, 10<sup>th</sup> April, 2023, the teacher asked two students who did not do the group discussion to focus on the assignment given. She said, *“Nigel sama Amin fokus kerjakan. Kalo ngga fokus nanti di round 2 ketika move kalian nanti bingung.”*.

The interview result showed that the teacher moved around the room and also offered and give advice and guidance. She said,

*“Jadi memang ketika anak mengerjakan tugas di kelas, kita juga ngga harus yang berdiri di kursi guru, tapi kita moving supaya mereka merasa diperhatikan oleh bunda. Bahkan mungkin ketika kita moving, ada yang ingin bertanya juga itu bisa membantu mereka.”* (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)

The interview result also showed that the teacher reminded the students that made a disruption to focus on their exercise.

She said,

*“Ya, di Nasai itu banyak banget, paling terkenal dan memang paling susah di sekolah ini. Mereka sebenarnya itu sih, lebih ke pengkondisian dan pendekatan. Kalo seringkali kita marahi atau kita kucilkan itu semakin ndadi anaknya.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

Based on the data above, it was clear that the teacher moved around the room, offered and gave advice and guidance, and reminded the students that made a disruption to focus on their task.

#### **d. Teacher’s activities in “Get them out” Process**

##### **1) Concluding**

Based on the observation result, the teacher did some activities at the end of the lesson. The teacher gave a conclusion, delivered an information about what students will do in the next meeting, and also gave positive feedback to the students at the end of teaching process.

In the first, second, and third observations, the teacher gave a conclusion about the material that have learned by the students. The researcher presented one of the observation transcripts of the teacher’s activity in gave conclusion at the end of the lesson. The first observation on Tuesday, April 4<sup>th</sup>, 2023, the teacher gave conclusion about what the students have learned. She said,

*“Baik anak-anak. We have learned about the generic structure of recount text dan kita juga sudah mempelajari the example of recount text. There are 3 generic structure of recount text, orientation, events, and reorientation. What orientation about ?”.*

The teacher also delivered what will students do in the next meeting. It was did by the teacher in the result of second observation on Monday, April 10<sup>th</sup>, 2023 because in the next meeting, the students will continue the activities. The teacher said, *“Besok kita akan melanjutkan walking gallery ya, dengan kelompok tadi yang terakhir.”*

The teacher also gave positive feedback to the students. The result of the second and third observations showed that the teacher gave feedback. The researcher presented one of the observation transcripts of the teacher’s activity in giving feedback to the students at the end of the lesson. In the third observation on Tuesday, April 11<sup>th</sup>, 2023, the teacher thanked the students for following the material well, she also explained that the voting activity was a form of appreciating others’ work, and she also expressed a bit of disappointment because there were dishonest students. She said, *“Oke students, you can finished all the material well mulai dari recount text sampai sekarang. Tadi, the way you vote itu bermakna menghargai hasil*

*karya orang lain. Jadi berapapun hasil yang kalian dapat, itu semua merupakan hasil penghargaan dari teman-teman. Mungkin tadi ada yang sedikit mengecewakan. Itu suatu hal yang perlu dihilangkan yaa. Tepuk tangan untuk kita semua”.*

The result of the interview showed that the teacher gave a conclusion at the end of the teaching process and delivered information about what students will do in the next meeting. She also gave positive feedback on the students' work. She said

*“Yang pertama itu saya bertanya kepada siswa mengenai apa yang mereka rasakan dalam pembelajaran, kemudian apa yang kamu dapatkan setelah pembelajaran. Kemudian kalo saya pribadi lebih ke memberi semangat dan mengapresiasi hasil kerja mereka dan meminta mereka untuk saling mengargai dengan hasil karya atau hasil tugas kelompok lain. Saya juga menyampaikan materi atau kegiatan yang akan dilakukan di pertemuan selanjutnya jika materi atau kegiatannya masih berhubungan di pertemuan hari itu.”. (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)*

The documentation data from the lesson plan also showed that in the steps of the activity, specifically in the closing activities, the teacher gave a conclusion or summary. The teacher also gave feedback to the students' work. The transcript of the documentation in the lesson plan of there is and there are material showed below:

*Penutup:*

- a. *Peserta didik dengan bantuan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan*

Based on the data above, it was clear that the teacher gave a conclusion, delivered information about what students will do in the next meeting, and also gave positive feedback on the students at the end of the teaching process.

## 2) Dismissing

The observation results showed that to close the lesson and dismiss the students, there were some activities did by the teacher. The activities were said thanks to the students, asked the students to say *hamdallah*, said *sallam*, asked the students to tidy up the tables and chairs, and also asked the students to get ready for dzuhur prayer.

In the first, second, and third observations, the teacher asked the students to say *hamdallah* together. She said, “*Okay, let’s say hamdallah together, Alhamdulillahirobbil’alamin*”. The teacher continued with said *sallam*, she said, “*Wassalamu’alaikum warrahmatullohi wabarakatuh*”. Then the teacher also thanked the students, she said, “*Thank you*”. The teacher also asked the student to tidy up their tables and chairs, she said, “*Ayo meja kursinyanya dirapihkan lagi*”.

In some meetings, the teacher also asked the students to get ready for dzuhur prayer. It did by the teacher because when the time for the English lesson run out, it coincided with the time of

dzuhur prayer and the school habit was did the dzuhur prayer together. This did by the teacher in the researcher's first and third observations on April 4<sup>th</sup> and 11<sup>th</sup>, 2023. She said, "*Ayo siap-siap sholat.*".

The interview result showed that the teacher said thanks to the students, explained what to do in the next meeting, asked the students to say *hamdallah*, said *sallam*, asked the students to tidy up the tables and chairs, and also asked the students to get ready for dzuhur prayer. She said,

*"Biasanya kalau ada yang perlu disampaikan untuk pertemuan berikutnya ya saya sampaikan. Kemudian standar ya, mengucapkan hamdallah, salam, meminta siswa untuk menata kembali meja dan kursinya. Kalau kebetulan setelah pelajaran selesai itu waktunya sholat dzuhur berjamaah di masjid ya saya minta anak-anak untuk siap-siap."* (1<sup>st</sup> interview, Friday, April 14<sup>th</sup>, 2023)

The documentation data from the lesson plan also showed that in the steps of the activity, specifically in the closing activities, the teacher dismiss the students with give information about the activity or material for the next meeting. The transcript of the documentation in the lesson plan of recount text showed below:

*Penutup:*

4. *Guru menyampaikan rencana materi dan tugas berikutnya*

Based on the data above, The observation results showed that to close the lesson and dismiss the students, the teacher said thanks to the students, asked the students to say *hamdallah*, said *sallam*, asked the students to tidy up the tables and chairs, and also asked the students to get ready for dzuhur prayer.

## **2. Challenges Faced by the Eighth Grade English Teacher of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023 in Implementing the Rules of Classroom Management by the English in Teaching Speaking Skill**

The research findings showed that the teacher faced some challenges in implementing the rules of classroom management in teaching speaking skill. According to Macias & Sancez (2015) in their journal, there are three challenges that teacher faced in implementing the classroom management. The challenges are the classroom environment, students explicit acts of misbehavior, and students' attitudes and language level.

### **a. The classroom environment**

The result of interview showed that the classroom facilities were good enough. The classroom has two air conditioner that made the students feel comfortable while following the lesson. The classroom also has a projector and speaker that made the teaching and learning process run smoothly. The classroom also has some

lamps that can be used when it needed. The interview transcript is as follows:

*“Untuk pembelajaran Bahasa Inggris sendiri, biasanya saya menggunakan power point yang mana ketika pembelajaran itu menggunakan proyektor dan juga speaker. Alhamdulillah di kelas Nasai itu tersedia, jadi sangat memperlancar pembelajaran. Kemudian untuk kenyamanan anak, ada lampu yang dari segi pencahayaannya itu sudah disesuaikan, jadi tidak terlalu silau. Kemudian ada fasilitas AC juga untuk anak-anak, jadi anak-anak bisa merasa nyaman.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The result of interview also showed that the classroom was not overcrowded because the number of the students already determined to make the students feel comfortable and have a space to move. The interview transcript are as follows:

*“Pada dasarnya untuk jumlah siswa dalam satu kelas itu sudah kami persiapkan agar mereka bisa leluasan dan nyaman ketika di kelas. Jadi, memang untuk keadaan kelas sendiri itu tidak terlalu crowded karena sudah kita sesuaikan agar tidak sesak.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The observation result of the classroom environment showed that the classroom has good facilities. The classroom has AC, projector, whiteboard, and comfortable tables and chairs. The observation data also showed in the following figure:



**Figure 4.6** The classroom has AC and lamps



**Figure 4.7** The classroom has projector and comfortable tables and chairs

From the data above, it was clear that the school has a good classroom environment to support the teacher in implementing the rules of classroom management in teaching speaking skill.

### **b. Students' misbehavior**

Based on the interview, the teacher faced some challenges in implementing the rules of classroom management. The challenges were disruptive talking and tardiness. The first challenge was students' disruptive talking. It disturbed the teacher while she delivered the material or instruction. The interview transcript is as follows:

*“Terkadang memang ada anak yang ketika bunda sedang menyampaikan materi itu mengobrol dengan suara yang keras. Hal ini jelas mengganggu bunda dan mengganggu pembelajaran juga.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The observation result on Tuesday, April 11<sup>th</sup>, 2023 showed that some students talked to each other while the teacher will deliver today's steps. It disturbed the teacher, so she asked the students to be silent and listen to the explanation of the teacher so that they can understand what will they do.

To overcome this challenge, based on the interview, the teacher implemented the method that make the students interesting in following the lesson. Using an interesting method will reduce the possibility of the students to make a disruptive talking because they interesting to the lesson. The interview transcript is as follows:

*“Jadi, untuk mengatasi hal ini, kita sebagai guru harue bisa menrapkan metode yang lebih tepat dimana ketika metode yang kita gunakan itu menarik bagi siswa maka kemungkinan siswa akan berbicara ketika kita sedang menjelaskan materi akan lebih kecil.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

Another student's misbehavior which became a challenge for the teacher in implementing the rules of classroom management in teaching speaking skill was tardiness. The interview transcript is as follows:

*“Karena mereka terlambat masuk kelas, mereka menjadi tidak bisa mengikuti pembelajaran dari awal yang mana mereka yang terlambat itu tidak jarang mereka itu bingung. Hal ini bisa menghambat kelancaran pembelajaran, yang harusnya sudah bisa melanjutkan ke aktivitas lainnya, tetapi masih ada yang belum memahami materi ataupun instruksi.”.*  
(2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)

The observation result on Tuesday, April 04<sup>th</sup>, 2023 showed that there was one student that was late to come to class. He joined the class while the teacher delivered the today's steps, so it made the teacher stop her explanation. It made the teaching and learning process disturbed.

To overcome the students' tardiness, based on the interview, the teacher did some activities. The first one was the teacher asked for the students' explanation about the reason that made them come late to the school. Then, the teacher recorded the students' name. The teacher also gave consequence for the students. The consequence can be varied depending on the agreement between the teacher and students. The interview transcript is as follows:

*“Pada dasarnya kita semua tidak ada yang ingin terlambat, maka ketika ada anak yang terlambat, kita mintai informasi alasan mereka terlambat kemudian kita rekap dan kita mengobrol untuk menentukan*

*konsekuensi atas keterlambatannya.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

Based on the data above, it was clear that the teacher faced two challenges related to the students' misbehavior in implementing the rules of classroom management in teaching speaking skill. The students' misbehavior were disruptive talking and tardiness.

**c. Students' attitudes and language levels**

Based on the result of the interview, the teacher also faced a challenge related to the students' attitudes which was the students' lack of attention and motivation, and the teacher also faced a challenge related to the students' language levels. The first challenge faced by the teacher was related to the students' attitudes. It was the students' lack of attention and motivation in English lesson. The interview transcript is as follows:

*“Terkadang masalah itu memang datangnya dari siswa. Siswa yang tidak tertarik atau tidak memiliki motivasi belajar Bahasa Inggris biasanya kurang begitu memperhatikan dan mengikuti instruksi yang diberikan oleh guru.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The observation result on Tuesday, April 04<sup>th</sup>, 2023 showed that there was one student that did not pay attention and on the teacher' explanation. While the teacher explained the activity which the students will do, there was a student that played with plasticine and there was also a students that drew. They did not pay attention to the teacher's explanation, it made the students not know the

instructions given by the teacher to make a group. So, when the teacher asked the class to made a group, the students still sit on their chairs and one of them asked her friend about the teacher's instruction.

To overcome this challenge, the teacher gave motivation to the students by showing an enthusiasm at the beginning of the lesson so that the students will also feel enthusiastic in participating the lesson and they will pay attention to the teacher during the lesson.

The interview transcript is as follows:

*“Dalam meningkatkan motivasi dan perhatian anak, yaitu bisa dengan cara menunjukkan antusias dan semangat kita ketika di awal pembelajaran sehingga anak-anak juga merasa semangat dalam mengikuti pembelajaran dan akan memperhatikan selama pembelajaran.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The teacher also faced another challenges, the challenge was the students' language level. The interview transcript is as follows:

*“Kemampuan anak memang berbeda-beda dan hal ini sedikit banyaknya juga menghambat proses pembelajaran. Ketika ada anak yang dia memiliki language level yang kurang maka dia akan cenderung pasif.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

The observation result on Tuesday, April 11<sup>th</sup>, 2023 showed that some students actively participate in the gallery walk. They asked the presentator about the sketch using English. But, there were also some students that did not actively participate in the gallery

walk, they just followed the active students and when they asked the presentator, they used Indonesian.

To overcome this challenge, the teacher used a method that covered all the level of students skill. Therefore, both the students that have good skill in English and students that have not yet a good skill in English can study together in the class. The interview transcript is as follows:

*“Jadi saya seringkali mengaplikasikan metode pembelajaran yang bisa mengcover kemampuan semua anak. Maka dari itu, seringkali saya lakukan peer teaching dan focus group discussion yang mana dengan metode tersebut, anak-anak akan merasa lebih nyaman karena mereka berada di dalam circle yang lebih kecil di dalam kelas.”. (2<sup>nd</sup> interview, Friday, June 9<sup>th</sup>, 2023)*

Based on the data above, it was clear that the teacher faced another challenges that came from the students. The challenges were the lack of attention and motivation in learning English and also the students’ language level.

## **B. Discussion**

### **1. Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023**

In this part, the researcher discussed the rules of classroom management implemented by English teacher in teaching speaking skill. Based on Smith and Laslett’s theory (2002), the rules of classroom

management are divided into 4 rules: get them in, get on with it, get on with them, and get them out. The findings showed that the teacher have implemented the four rules of classroom management in the process of teaching speaking skill according to the Smith and Laslett (2002) theory.

The teacher has implemented the “get them in” process. According to Smith and Laslett (2002), a lesson that gets off to a quick start will avoid the problems that can appear if students are not immediately engaged in useful activities. Therefore, the teacher started the lesson with followed some phases which were greeting, seating, and starting.

The teacher did some activities in greeting as shown in the findings. The activities did by the teacher in greeting were the activities to open the lesson. In seating, the teacher arranged the students’ seating in orderly rows and separate tables. According to Harmer (2005), orderly rows indicate that the teacher is working with the entire class. It means that this kind of seating arrangement make the teacher has a clear view of all the students in the class, conversely, the students also can see the teacher (in whose direction they are facing). According to Harmer (2005), in the separate tables, the teacher walks around to help and guide one table while other students get on with their work. This arrangement make the students easier in doing the group discussion because they are in one place where close to each other and can see each other in the group and it also make the teacher easier in controlling the students’ work and give guidance to the students. In starting, the teacher did two

activities, those were apperception and reviewing the previous material or activity. Apperception did to make the students feel comfortable with the exist of the lesson while reviewed the previous material aimed to make the students easier in studying the advanced material or doing the advanced activity.

The teacher also has implemented the “get on with it” process. The teacher's ability to “get on with it” will have a significant impact on students' feelings of self-esteem and competence in a particular subject area (Smith and Laslett, 2002). The teacher in this rule delivered the material and also used some manners in delivering the material. In delivered the material, the teacher used some appropriate techniques as shown in the findings. Then, the teacher also used some manners. The use of manners in delivering the material aimed to make the students easier to understand the material given by the teacher.

Then, the teacher also implemented “get on with them” process which showed the relationship between the students and the teacher. The teacher did some activities in this rule as shown in the findings. To discipline the student, the teacher mentioned the name of the students and it is in line with the theory of Smith and Laslett. Laslett (2002), child's name is known, discipline becomes much easier because wrongdoers realize they can be identified and requests or rebukes can be personalized. By mentioning their name, it is more effective to discipline them because the students will feel that the teacher pointed to

them, so the students followed what the teacher said. The teacher also did another activity to keep in contact with the students as shown in the findings. It is in line with Smith and Laslett (2002) who state that moving around the room, offering advice and guidance helps to keep the focus on the task at hand, and quietly marking work in progress is a natural contact between the teacher and students.

The teacher also has implemented “get them out” process. According to Smith and Laslett (2002), the long-term impact of an engaging learning experience can be squandered and pleasantly teacher-student relationship can be negatively impacted if a productive session turns into a noisy, chaotic, and stressful ending. Therefore, the teacher ended up the lesson with concluding and dismissing. As shown in the findings, the teacher gave a conclusion to the students and also gave feedback to them. The teachers gave conclusion in the end of the lesson and it did to confirm of the material that has been studied. The teacher gave positive feedback to the students to make them ended up the English lesson with pleasure and enjoyment feeling. Then, the teacher dismiss the students using some steps as showed in the findings to make a calm ending.

Then, specifically in speaking class. The teacher used some techniques in teaching speaking skill to make the students understand the content given by the teacher. The finding showed that the teacher used discussion, jigsaw, and gallery walk. According to Kayi (2006), a

discussion is a technique in which the teacher forms some groups of students and then the teacher gives a topic to every groups to discuss it and at the end of the discussion, every group should make a conclusion about the topic given. Therefore, it helps the students to learn to speak in the process of discussion itself and the presentation of the conclusion. The teacher also used the jigsaw technique. Jigsaw is a kind of cooperative learning designed for the students' responsibility because, in this technique, every student has a responsibility to teach their part to the other students in their group (Perwitasari et al., 2018). This technique helped the students to learn to speak because in this technique, every students have a responsibility to deliver a topic to the others. This technique requires the students to speak or to be active. The last, the teacher used gallery walk technique. According to Caulfield and Jennings (2005), gallery walk technique is one of the techniques used in the classroom for students to submit comments, questions, and answers written on paper hung on a wall. This technique helped students learn to speak because the students learning actively in which students go around the classroom and actively participate by observing, questioning, exchanging ideas, responding to their peers, and forming their ideas.

All the techniques are also in line with Nunan (2003) as cited in Kayi (2006) states that teaching speaking skill means that the teacher teaches the listener to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter and to use

language as a means of expressing values and judgments. In all the techniques, the students are required to use language to speak or to express thought.

In speaking class, sometimes the teacher also gave guidance to the students in spelling the word in the right way. It is because in speaking, there are some aspects needed to make others understand what is said. According to Syakur (20017) as cited in (Lestari, 2021)), pronunciation is one of the speaking aspects. The right pronunciation will make the others understand what is said. It is also in line with Nunan (2003) as cited in Kayi (2006) states that teaching speaking skill means that the teacher teaches the listener to produce the English speech sound and sound pattern.

## **2. Challenges Faced by the Eighth Grade English Teacher of SMP Al Azhar Syifa Budi Solo in the Academic Year 2022/2023 in Implementing the Rules of Classroom Management by the English in Teaching Speaking Skill**

In this part, the researcher discussed the challenges faced by the teacher in implementing the rules of classroom management in teaching speaking skill. The findings of the research showed that the challenges faced by the teacher are in line with Macias & Sancez (2015) theory. Based on the results of the interview and observation submitted at the Finding point, it can be seen that researchers only found two categories of challenges that teacher faced in implementing the rules of classroom

management in teaching speaking skill. The challenges namely students' misbehavior and students' attitudes and language levels.

The students' misbehavior that became a challenge were disruptive talking and also tardiness. The disruptive talking of the students becomes a serious problem. Sometimes a single student disrupts the entire class to a level where neither he or she nor the other students seated next to that student can study (Khasinah, 2017). Beside disruptive talking disturbs the teaching and learning process, it also shows an unrespect manner toward the teacher. The solution did by the teacher to overcome this challenge was using an interesting method. This is supported by Arianti (2018) that states a varied learning method will make the students interesting in following the lesson and it also make the students not bored with the method.

The other students' misbehavior that became a challenge for the teacher was tardiness. Tardiness is caused by many factors. It can be from the students themselves or comes from unforeseen events. According to Hamzar and Nursiskawati (2020), tardiness has many negative impacts. A tardy student getting confusion and missing or not catching up on the lessons as well as crucial information. Tardy students also shared negative impacts on the teacher who taught during the class such as disturbing the teachers' concentration, and interrupting or forgetting their ongoing explanation. The solution did by the teacher to overcome this challenge was giving a consequence. This is supported

by Smith and Laslett (2002) that suggest an approach that can be used by the teacher to reduce the students' misdemeanors, the approaches were setting rules and consequences.

Macias & Sancez (2015) claim that in managing the classroom, teacher faced problem related to the students' attitude and language levels. Students' attitudes that became a challenge for the teacher was students' lack of attention and motivation to the English lesson. This is undeniable that every student has their favorite subject, but every teacher also has a role to make their students become interested in their lesson. Parsons, Hinson, and Brown (2001) state that one of the important factors in the process of learning is motivation. When students have motivation in learning English, they will make their best effort to achieve it. In contrast, if they do not have motivation in learning English, they will not pay attention in the process of learning and they will not follow the teacher's instructions. The solution did by the teacher to overcome this challenge was giving motivation by by showing an enthusiasm. This is supported by Arianti (2018) that state if the teachers not enthusiastic in the process of learning, the students will not be motivated in learning. Therefore, to motivate and to gain the students' attention, the teacher required to be enthusiastic.

Language level also became a challenge for the teacher in implementing the rules of classroom management. The students' language levels were different. The low language level students could

not find the appropriate vocabulary to express their idea. Muluk et al. (2021) state that students who do not have enough vocabulary will choose to be silent or become more passive than the other students because they are afraid to make mistakes. It becomes a challenge for the teacher because in teaching speaking skill itself, according to Nunan (2003) as cited in Kayi (2006), the teacher should teach the students to use the language quickly and confidently with few unnatural pauses, which is called as fluency. Therefore, when the students are just silent, the objective of learning a speaking skill will not be achieved. The solution did by the teacher for this challenge was by using a method that covered all the level of students' skill. Therefore, all the students in the class can study together . The students with low language level still can follow the lesson because of the appropriate method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher came to the conclusion of this research. Based on research finding and the discussion, there were several points that can be concluded as following description. There were four rules of classroom management in the teaching speaking skill process applied by the eighth grade English teacher in the academic year 2022/2023. The four rules were teacher's activities in "*get them in*" process, teacher's activities in "*get on with it*" process, teacher's activities in "*get on with them*" process, and teacher's activities in "*get them out*" process.

In teacher's activities in "*get them in*" process, the teacher did three aspects, there were greeting, seating, and starting. In teacher's activities in "*get on with it*" process, the teacher did two aspects, there were content and manner. For teacher's activities in "*get on with them*" process, the teacher did two aspects, there were who's who and what's going on. For the teacher's activities in "*get them out*" process, the teacher did two aspects, there were concluding and dismissing. In implementing the four rules by Smith and Laslett theory, the teacher did all of the rules.

There were two categories of callenges faced by the English teacher in managing the rules of classrom in teaching speaking skill for the eighth grade. The first challenge comes from the students' misbehavior. Sudents' misbehavior that becomes challenge for the teacher were disruptive talking

and tardiness. These two students' misbehavior disturbed and made the teaching and learning process do not running smoothly. To overcome the students disruptive talking, the teacher used an interesting method, while the solution for the students tardiness, the teacher gave consequence to the students. The second challenge was students' attitude and language levels. Students' attitude related to the students lack of attention and motivation to the English lesson. The solution to this challenge was by giving motivation by showing an enthusiasm. Then, the other challenges was language levels. To overcome this challenge, the teacher used a method that covered all the level of students' skill.

## **B. Suggestion**

### **1. For the teachers**

Looking up to these research findings, it will help the English teachers in applying rules of classroom management in teaching speaking skill. The most important thing is that teachers must build and improve their classroom management in teaching English especially in speaking skill in order to attain learning objectives.

### **2. For the students**

This is expected to further increase awareness of each student to be able to learn actively and correctly according to the teacher's guidance or direction. They also have responsibilities to play an active role so that the education process can run effectively as expected.

### **3. For other researchers**

This research provides inspiration to carry out an educational activity. The researcher realized that the outcomes of this research were not flawless. As a result, in order to acquire a more ideal research outcome, this research must be improved for future researchers.

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# **APPENDICES**

## **APPENDIX 1**

### **FIELD NOTE**

Code : FN/01  
Class : 8 Nasai  
Day and Date : Tuesday, April 4th, 2023  
Time : 11.15 AM-12.00AM  
Material : Recount Text

The teacher entered the class at 11.15 AM. The teacher cheerfully entered the class with a smile on her face. Before opened the lesson, the teacher asked the students to tidy up their tables and chairs and also to wear their shoes. It did by the teacher because when the teacher entered the room, the students still did the exercise from the previous lesson and their tables and chairs were not tidy because they sat in a group. After the students can be conditioned, then the teacher opened the lesson with said *sallam* and asked the absent students. The teacher asked the students about what happened with the students that absent. The students answered that they did not know. So, the teacher asked the students to pray for the absent students. The teacher also gave advice to get used to pray to others.

Before going to the explanation of the material, the teacher did an apperception by asking about how was their fasting, and the teacher also said that it is okay if they felt weak. The teacher started to deliver the material with reviewed the previous material in the previous meeting. The teacher asked the students who

still memorize the definition of recount text. Then the teacher helped the students in memorizing the definition of recount text by giving them one word, then the students continued to complete the definition. Then, the teacher delivered today's steps in that meeting. The activities were to continue the material and did a group discussion to do the assignment from the teacher. When the teacher continued to deliver the material, the students' seating were in orderly rows. In delivering the material, the teacher used Powerpoint. In delivered the material, the teacher's voice was loud and the articulation was clear while delivering the material, so that the students that sat in back rows still can hear the teacher's voice clearly. The teacher also used eye contact with the students while delivering the material. She asked students and called their names to read the example of recount text one by one. At the end of delivering the material, the teacher checked the students' understanding by asking the whether they have understood or not.

The activity continued with the group discussion. The teacher ended up the delivered material section with said, "*Itu anak-anaku semua, cukup disini saja, habis ini we have games*". The teacher asked the students to make a group which consist of 4-5 members. The students' seating arrangement in this activity was separate tables. When the teacher asked the students to make a group, they still do not move to make a group, so the teacher counted from one to three. One of the factors that make the students not make a group as soon as the teacher asked the because some of the students did not know the teacher's instructions. The students did not know the teacher's instructions because some of them did not pay attention to the teacher's explanation. There was a student played with plasticine and also

there was a student that drawing. After every student was divided into some groups, the teacher asked for the student's attention because the students did not conducive. Then, after the students were conducive, the teacher continued to deliver the steps in the discussion. There were three steps, the first step was every group should make an orientation on a piece of paper and the theme was not determined. The second step was the teacher exchanging the result of orientation with the other group. Then, every group continued to write the event on the paper of the other group. In the last step, the teacher exchanged again the paper with the original group. After explaining the steps to do the discussion, the teacher asked the students to do step number one, she gave them only 5 minutes. When the students are discussing, the teacher moved around to check the students and to help the students. In the middle of the discussion, the teacher told the students to did not forget to use V2. When the time was up, the teacher said, "*Time is up*". The teacher did that in every step of the discussion. The teacher also moved to one group where the members of the group were chat and did not do the assignment given. When the teacher moved around, she also found the students that did not wear his shoes. The teacher asked him to out of the class and wear his shoes. After he wear the shoes, he was permitted to enter the class again.

After all the steps of discussion were done by the students, the teacher gave the conclusion about the generic structure of the recount text. The teacher also asked the students about the meaning of each of the generic structures explained. Then, the teacher closed the lesson with asked the students to say *hamdallah* together, then

the teacher said sallam. The teacher also asked the student to tidy up their tables and chairs and also asked them to get ready for dzuhur prayer.

**Reflection:**

From the observation, the researcher confirmed that the teacher always cheerful while she entered the room. The teacher's voice is clear and can be heard by the students that sit in the back. In delivering the material, the teacher also used eye contact and she moved around to monitor the students.

## APPENDIX 2

### FIELD NOTE

Code : FN/02  
Class : 8 Nasai  
Day and Date : Monday, April 10th, 2023  
Time : 08.45 AM-09.30AM  
Material : There is and There are

The teacher entered the room at 08.45 AM. The teacher opened the lesson with said *sallam* and with a loud voice. It gave the students spirit to start the lesson. The teacher started the lesson with asked the students who was absent. Then the students answered their friends that absent. The teacher asked the students to focus in following the lesson, so she asked the students that feel sleepy to wash their face first. Then, the teacher did the apperception with invited the students to chat. The teacher asked the students about the previous lesson and wha they did in the previous lesson.

Then, before contiued the lesson, the teacher asked the students about the most interested places in their school. The students mentioned the place that they thought it interesting one by onthe teacher then wrote the place that mentioned by the students on the whiteboard. Then, the teacher delivered the today's steps to the students. The today's steps consist of two steps that the students should do. In the firs step, the students divided in some groups that each group consist of 5 students.

Every group will explained the facilities or things in that place or they wanted it to exist in that place which they have choosen. The second step was every members of group should move to another different group, so there were new groups with members were from different groups. In the middle when the teacher explained the today's steps, there was one students that late to join the class. Then the teacher stop her explanation about the today's stepas and asked the reason of the students in his tardiness. Then the teacher asked the students to sit.

he students seating was in orderly rows from the beginning of the lesson until the teacher finished explaining today's steps. The teacher's voice was loud and the articulation was clear so that the students that sat in back rows still can hear the teacher's voice. The teacher also used eye contact with the students in the teaching and learning process. At the end of delivering today's steps, the teacher checked the students' understanding by asked whether they have understood or not.

After the teacher finished explaining today's steps, the teacher asked the students to make a group. The teacher counted from one to three to make the students make a group soon after the teacher asked them. The teacher also helped the students in making the group because there were groups that have less than 5 members and more than 6 members, so the teacher asked the student to move to another group. After the students were in their groups, the teacher allowed every group to choose one place in the school and asked them to do step one. The teacher gave them 15 minutes. When the students did the assignment, there was one student that already entered the class. Then the teacher asked him to join one of the groups. The teacher also moved around to check the students' progress and she also

answered the students' questions while the students need help. When the teacher moved around the room, the teacher rebuked two students that were not focused on their tasks. The teacher also gave a warning to the students when the time ended. Then, the teacher asked the students to do the second step. They moved to another different group. The teacher also moved around the room to check that every group consist of different members. The teacher saw one student that did not wear tie, the teacher then asked the students to stand up in the back of the room while he wear a tie. The teacher continued to explain what students should do in the second step. The teacher gave them 15 minutes in this section. The teacher also asked the students to be active. After she sexplained it, she checked the students understanding. The teacher gave waring about the time to the students and said, "*5 minutes left*". After the students finished the task, the teacher asked the students to collect the result.

The teacher closed the lesson with gave the conclusion to the students from what they have did. The teacher said that with they did the activity, it showed the studens' will to their school or maybe there were students want to build a school. The teacher explained the activity in the next meeting. The teacher closed the lesson with asked the students to say *hamdallah* together and then gave *sallam*. The teacher also asked the students to tidy up the tables and chairs.

**Reflection:**

From the observation, the researcher confirmed that the teacher always cheerful while she entered the room. The teacher's voice is clear and can be heard

by the students that sit in the back. In delivering the material, the teacher also used eye contact and she moved around to monitor the students.

### **APPENDIX 3**

#### **FIELD NOTE**

Code : FN/03  
Class : 8 Nasai  
Day and Date : Tuesday, April 11th, 2023  
Time : 11.15 AM-12.00AM  
Material : There is and There are

The teacher entered the room at 11.15 AM. The teacher opened the lesson with said *sallam*, asked the students' condition, and invited the students to chat about the previous lesson. The teacher also asked one of the students that slept when the teacher entered the room to wash his face before following the lesson. Then, the teacher did an apperception, she asked the students to mention one word in English that described the English lesson with Bunda Martha. Then, the students mentioned one word one by one. The teacher continued to review the activity they have done in the previous meeting. She asked the students to memorize what kind of activity they have done in the previous meeting. Then, she continued to explain about the gallery walk. When the teacher explained the gallery walk, there was a student that sat in the aisle, so the teacher mentioned the student's name and asked him to move to the first row which was in front of the teacher.

Before continuing the activity, the teacher asked for the student's attention. It did by the teacher because when the teacher will deliver today's steps, some

students sat in the back and still talk to each other. After the students did not talk again, then, the teacher wrote today's steps on the whiteboard. The first activity was the students building a group which same as the groups in the previous meeting, then, every group sketched the result of their previous task. The teacher gave the students 10 minutes to do the first activity. The second activity was the students did the gallery walk and the teacher gave the students 15 minutes. In the last activity, the students voted the best group. The aspects of the assessment were the sketch itself, the school facilities, and the presentation of the sketch. At the end of the explanation, the teacher asked the students to check their understanding.

Then, the teacher asked the students to sit in a group. She also asked the delegations of each group to go to the teachers' chairs to put the paper where they will do the assignment. The teacher asked the students to do the first activity. When the time to do the first activity will end, the teacher gave the students a warning, she said, "*5 minutes left*". The teacher also moved around to give guidance to every group and also to check the student's progress. When the time to do the second activity ended, the teacher asked the students to choose the place where they will paste their sketch. Before the students did the gallery walk, the teacher gave the example of doing the gallery walk. The teacher also controls every group to make sure that every group has a presenter to present the sketch. The teacher also asked the presenter to present the sketch in English. While the teacher asked the students to do the gallery walk, some students sat on their chairs, so the teacher asked all the students to do not sat and she asked the students to do the gallery walk. The teacher gave a warning to the students that the time will be end, she said, "*You have 5*

*minutes left and 1 minute left*". The time for did the gallery walk have done, but the students were still crowded, so the teacher said, "*Nasai, perhatikan bunda dulu, I would explain how to vote, yang ngobrol sendiri bunda jamin ngga mude ng*". After the students gave their attention to the teacher, the teacher explained how to do the voting.

After all the students have done all the activities, the teacher asked the students to back in their chairs. Then, the teacher counted the vote acquisition of every group. Before the teacher counted, the teacher asked the students to give applause when the teacher mentioned the vote acquisition of every group. When the teacher counted the vote acquisition of one group, she felt that there was something strange with the vote acquisition. Then the teacher asked the members of that group, and the teacher said, "*Is that real?*". The students answered that the vote acquisition was not real, they manipulate it. Then, the teacher asked all the students to be honest when did every activity. After the teacher finished counting, she told the students which group got the most scores teacher also asked all the students to give applause for their hard work.

At the end of the lesson, the teacher said to the students that the activity that they have done, especially in voting activity was one of the ways to appreciate others' works. The teacher also gave feedback to the students that they have followed the lesson very well from the beginning until that day. The teacher also told the students that there was little disappointment because there were some students that dishonest in the voting activity. The teacher asked the students to remove that habit. The teacher closed the lesson, and she said, "*Sekian dari bunda,*

*let say hamdalah together, wassalamu 'alaikum wr.wb."*. The teacher also asked the students to tidy up their tables and chairs and asked them to get ready for dzuhur prayer.**Reflection:**

From the observation, the researcher confirmed that the teacher always cheerful while she entered the room. The teacher's voice is clear and can be heard by the students that sit in the back. In delivering the material, the teacher also used eye contact and she moved around to monitor the students.

## APPENDIX 4

### INTERVIEW GUIDLINE

RQ	Topic	Indicator	Question
1	The implementation of the rules of classroom management in teaching speaking skill. (Smith and Laslett Theory)	Get them in	<ul style="list-style-type: none"> <li>• What do you ususally do before open the lesson?</li> <li>• How do you open your class while teaching speaking skill?</li> <li>• How do you arrange the students' seating in teaching speaking skill?</li> <li>• What do you usually do to warm up the students before start the lesson of speaking skill?</li> </ul>
		Get on with it	<ul style="list-style-type: none"> <li>• How do you choose the speaking material for the students?</li> <li>• What method or technique that you usually do in teaching speaking skill?</li> <li>• What do you do to make the students ready to change together from one activity to another?</li> <li>• What do you do to get the students attention before deliver the material or instruction?</li> <li>• How do you used facial expression while teaching speaking skill?</li> <li>• How do you set your voice or tone while teaching speaking skill?</li> <li>• How do you used facial expression in teaching speaking skill?</li> <li>• How do you use the language in the process of teaching speaking skill?</li> <li>• How do you check the students understanding?</li> </ul>
		Get on with them	<ul style="list-style-type: none"> <li>• What do you do to memorize your students' name?</li> <li>• What do you do to reduce the potential of disruption while the process of teaching speaking skill?</li> <li>• How do you guide or give advice to your students while they working on their task?</li> <li>• What do you ususally do to make sure that students working on their task?</li> </ul>

		Get them out	<ul style="list-style-type: none"> <li>• How do you give the summary to the students at the end of teaching speaking skill process?</li> <li>• How do you give feedback to your students?</li> <li>• What do you do to end or to dismiss the students in teaching speaking skill?</li> </ul>
2	The challenges faced by the teacher in implementing the rules of classroom management in teaching speaking skill. (Macias & Sancez Theory)	The classroom environment	<ul style="list-style-type: none"> <li>• How do the facilities in the Nasai classroom support the ease of the teacher in implementing the rules of classroom management in teaching speaking skill?</li> <li>• How is the ratio of the number of the children in the Nasai class to the area of the room?</li> </ul>
Students' misbehavior		<ul style="list-style-type: none"> <li>• What kind of students' misbehavior that disturb the implementation of the rules of classroom management in teaching speaking skill and what do you do to solve the students' misbehavior?</li> <li>• How do the tardiness influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> </ul>	
Students' attitudes and language levels		<ul style="list-style-type: none"> <li>• How do the students that have difficulty in understanding and expressing their idea in English influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> <li>• How do the lack of attention and motivation's students influence the implementation of the rules of classroom management in teaching speaking skill and how do you solve this challenge?</li> </ul>	

## APPENDIX 5

### INTERVIEW TRANSCRIPT 1

Date : Friday, April 14th 2023

Resources : Martha Dewi Windarta, S.Pd.

Interviewer : Anggit Prahesti

Place : Teacher Officer

This interview between the researcher and the English teacher of VII Nasai class. The dialoge can be seen in the following text:

R: The researcher

T: The teacher

R : Selamat siang bun, perkenalkan, saya Anggit Prahesti. Langsung saja nggih bun, jadi dalam wawancara ini ada tiga poin yang saya ingin tanyakan kepada bunda. Yang pertama yaitu bagaimana cara bunda menerapkan rules of classroom management dalam pembelajaran speaking skill, masalah yang dihadapi ketika menerapkan rules of classroom management dalam pembelajaran speaking skill, dan yang terakhir adalah solusi yang bunda lakukan dalam menyelesaikan masalah yang dihadapi ketika menerapkan rules of classroom management dalam pembelajaran speaking skill. Langsung saja nggih bun, untuk pertanyaan yang pertama yaitu apakah bunda biasanya mengecek kebersihan dan kerapihan ruangan sebelum memulai pembelajaran?

T : Dari awal pembelajaran memang sangat penting sekali mba untuk guru itu mengkondisikan kelas. Tidak hanya siswa, tapi kita kondisikan dulu lingkungan sekitar. Jika ada kotoran atau bungkus makanan yang masih berserakan gitu kita ingatkan. Jadi, yang pertama dan utama kan kenyamanan anak-anak dulu, jadi kita kondisikan lingkungannya, kemudian baru pengkondisian anaknya. Anak-anak bisa diajak ngobrol dulu apersepsi kayak biasanya.

R : Kemudian bun, bagaimana cara bunda membuka pembelajaran bahasa inggris ketika mengajar speaking skill?

T : Yang jelas yah standar, mengucapkan salam kemudian menumbuhkan kepekaan siswa kepada rekan-rekannya dengan bertanya “ada ngga yang ngga masuk hari ini” gitu. Kemudian memastikan lagi dengan bertanya “ada apa dengan mereka, ada yang tau?”. Kemudian kalau siswa tidak tahu, saya mengajak siswa untuk mendoakan yang tidak masuk karena mungkin mereka yang tidak masuk itu sedang sakit atau sedang ada halangan dan kita mendoakan supaya dimudahkan.

R : Apersepsi seperti apa yang bunda biasa lakukan sebelum melanjutkan untuk membahas materi?

T : Ya, yang pertama tadi itu ya komunikasi memang sangat penting. Untuk pembelajaran Bahasa Inggris dan dalam pembelajaran speaking skill sendiri itu apersepsi dengan diajak ngobrol, jadi kayak warming-up dulu biar anak-anak itu bondingnya muncul. Pertama itu kita memperhatikan emosional

anak-anak, jadi secara emosional mereka sudah siap apa belum itu kan kita ngecek dulu. Ketika kita ngobrol atau kita ngomong satu kata aja, lalu mereka sudah mendengarkan atau menjawab pertanyaan, itu sudah dapat bondingnya, anak-anak sudah bisa fokus. Kemudian biasanya juga dilanjutkan dengan mereview materi atau kegiatan di pertemuan sebelumnya. Nah, kemudian menyampaikan tujuan pembelajaran, jadi anak-anak bisa fokus ke Bunda Martha untuk belajar tentang apa. Tidak hanya tujuan pembelajaran, bahkan rules di kelas itu seperti apa. Kadangkala saya itu nggak manggil anak satu per satu seperti “Hei Yuda atau Danis” tetapi cukup saya menyebutkan nama kelas aja. Biasanya saya cuman manggil “Nasai” gitu aja udah pada fokus semua. Jadi mereka langsung berfikir, oh iya bunda butuh attention. Kemudian saya juga sering menyampaikan today’s steps. Jadi, today’s steps itu membuat anak-anak tertata dan juga terjadwal. Biasanya saya nulis di papan tulis, memberitahu ke siswa bahwa hari ini kita akan ngapain aja. Jadi anak-anak itu bisa fokus dan mengetahui apa yang akan dilakukan pada hari itu. Today’s steps ini juga membantu saya dalam manage waktu dan pola pengajaran.

R : Bagaimana cara bunda mengatur tempat duduk atau seating siswa?

T : Seating arrangement itu kalau saya bergantung pada sosial emosional anak. Di awal, ketika kita datang itu mereka bergerombol dan lainnya itu saya persilahkan. Saya membuat mereka itu nyaman dan bisa menerima kehadiran saya dan pelajaran saya dulu. Kemudian saya akan arrange tempat duduk mereka sesuai dengan kebutuhan atau teknik/metode yang digunakan.

- R : Selanjutnya bun, untuk kurikulum yang digunakan untuk mengajar kelas 8 itu memakai kurikulum apa nggih bun?
- T : Kalo kelas 8 ini masih memakai kurikulum 2013 mba. Materi yang diberikanpun mengikuti materi Bahasa Inggris di kurikulum 2013.
- R : Dalam pemilihan materi sendiri bun. Seorang guru itu kan memilih materi sesuai dengan kemampuan siswanya. Jadi, bagaimana cara bunda untuk memilih materi yang akan diajarkan kepada siswa?
- T : Bener mba, saya mengaplikasikan students need. Jadi anak-anak itu merasa didengar. Di awal pembelajaran, di awal semester satu dan dua kemarin, saya persilahkan anak-anak memilih materi pembelajaran. Jadi saya bukakan buku materinya dan memberi tahu materi apa saja di semester ini apa dan kemudian mempersilahkan anak-anak untuk memilih apa yang ingin dipelajari dan didalami, tetapi kita kan tetap punya standar tersendiri untuk fokusnya dimana. Tetapi, dengan anak punya keinginan seperti itu diharapkan mereka merasa bahwa bunda itu mendengarkan mereka dan nanti pasti pembelajarannya menyenangkan karena mereka menginginkan materi tersebut. Bahkan saya bebaskan juga untuk anak-anak itu untuk sering melakukan review di akhir pembelajaran. Review untuk merasakan kondisi pembelajaran di kelas mengenai apa yang mereka dapat, apa yang mereka rasakan dengan teman, apakah bisa bekerja sama. Kemudian saya juga persilahkan untuk mengobservasi guru yang lain, misal mereka menyukai

model pembelajaran di mata pelajaran A, dan kemudian kita akan mengaplikasikannya.

R : Untuk pembelajaran speaking skill sendiri, metode atau teknik apa saja yang biasanya bunda terapkan?

T : Saya menggunakan beberapa teknik/metode seperti diskusi dan problem based, tetapi yang paling sering saya aplikasikan dan saya kembangkan yaitu jigsaw sama walking gallery. Jadi itu kombinasi dua metode itu. Alasannya karena di jigsaw itu ada dua grouping yaitu grup awal dan grup kedua. Grup pertama yaitu dimana mereka di small group, mungkin mereka ada yang ngomong dan ada yang ngga. Tetapi nanti ketika sudah harus move to another itukan mereka punya hak dan kewajiban untuk menyampaikan dari grup yang tadi, jadi willing or not itu mereka harus menyampaikan. Jadi memang ketika anak-anak diberi kesempatan untuk berbicara insyaAllah mereka sebenarnya bisa. Kemudian dilanjutkan hasil proyek itu di walking gallery. Walking gallery itu juga semakin menguatkan mereka. Jadi mereka harus asking as much as they can ke presenter kelompok yang lain dengan bahasa inggris karena nanti diakhirnya itu mereka mendapatkan hak untuk memilih yang paling bagus yang mana, dan disitu penilaian bisa dilakukan juga.

R : Bagaimana cara bunda menyiapkan anak-anak agar siap untuk berpindah dari satu aktivitas ke aktivits lainnya?

T : Yang pertama mba, untuk controlling itu sangat penting sekali karena kaya tadi, kita punya today's steps, misal di satu sesi bunda kasih 5 minutes yaudah

siswa harus mengikuti dan harus sudah ada hasilnya kalau itu tugas. Jadi dengan pola pengingatan seperti “ten minutes left”, itu mengingatkan mereka untuk aware.

R : Bagaimana cara bunda membimbing siswa ketika mereka mengerjakan tugas?

T : Jadi memang ketika anak mengerjakan tugas di kelas, kita juga ngga harus yang berdiri di kursi guru, tapi kita moving supaya mereka merasa diperhatikan oleh bunda. Terkadang ada banyak siswa yang ingin bertanya tetapi malu, dengan kita moving ke setiap itu bisa membantu mereka.

R : Dalam pemberian tugas sendiri bun, tugas seperti apa yang sering bunda berikan kepada siswa untuk melatih speaking mereka?

T : Kalo untuk tugas itu saya seringnya memaksimalkan mereka untuk mengerjakan tugas di dalam kelas. Untuk model penugasan sering sekali saya itu memakai model grouping yang lebih ke saling membantu dan kadang juga ada peer teaching.

R : Bagaimana cara bunda mengatur facial expression dalam mengajar ?

T : Ini penting banget ya mba. Sebagai guru kita juga harus pintar secara emosional. Seberapa ruwet dan beratnya kehidupan seorang guru, ketika masuk kelas itu sudah harus jadi orang yang ceria yang bisa diterima oleh anak. Kalo kita sudah badmood duluan itu akan mempengaruhi kelas. Bahkan kadangkala saya sering sekali untuk menumbuhkan saya pribadi, kalau sudah masuk kelas dan ketika memberi salam, saya itu pasti dengan suara yang

kenceng. Hal itu selain menggerakkan anak, juga membuat saya tergerak untuk bisa lebih semangat.

R : Bagaimana cara bunda mengatur tone suara ketika mengajar di kelas ?

T : Kalau saya lebih ke deal-dealan dengan siswa. Saya mengatakan kepada siswa bahwa bunda itu satu dibandingkan kalian yang jumlahnya 29, dalam beberapa waktu bunda benar-benar ingin kalian dengar. Ketika bunda menyebut nama kelas kalian, tolong perhatikan bunda yaitu dengan melihat bunda dan diam.

R : Bagaimana cara bunda menerapkan eye contact ketika dalam proses pembelajaran?

T : Iya, kalau saya ngajar itu melihat anak. Eye contact juga tidak hanya ketika ngajar gitu, tetapi ketika proses anak belajar juga itu juga kita harus kita dekati. Kadangkala ketika kita hanya menggunakan eye contact ketika mengajar, bisa terkesan galak, tapi beda ketika kita using eye contactnya ketika mereka mengerjakan tugas, pasti akan beda. Jadi eye contact memang harus berbeda penggunaan, kadangkala stressing kan ketika menjelaskan di depan banyak orang, tetapi ketika sudah menuju ke anak itu sudah lebih pelan lagi dari suara sama eye contactnya.

R : Untuk penggunaan bahasa sendiri bun, dalam pembelajaran sendiri biasanya bahasa apa yang sering bunda gunakan?

T : Kalo bahasa sendiri di kelas 8 itu lebih sering mix mba antara bahasa indonesia dan bahasa inggris.

- R : Bagaimana cara bunda mengecek pemahaman siswa?
- T : Kalau cek pemahaman, biasanya saya tanya sudah paham apa belum. Kemudian yang jelas dengan latihan-latihan. Karena memang hasil dari pemahaman itu kan berdasarkan data yang saya dapat.
- R : Bagaimana cara bunda menghafal nama siswa?
- T : Saya itu termasuk orang yang paling susah menghafalkan nama anak. Jadi teknik saya itu dengan meminta anak untuk menyiapkan kertas yang dibentuk segitiga, kemudian ditulislah nama mereka masing-masing, dan saya minta untuk di taruh di meja masing-masing. Saya juga meminta untuk tidak memindah kertas tersebut sebelum bunda mengingat semua nama anak-anak. Kemudian untuk mendapatkan bonding dengan anak itu juga ketika di luar sekolah yaitu lewat sosial media dengan cara saling follow akun sosmed.
- R : Bagaimana cara bunda mengatasi anak-anak yang menimbulkan potensi keributan ataupun tidak mengikuti perintah bunda?
- T : Ya, di Nasai itu banyak banget dan paling terkenal dan memang paling susah di sekolah ini. Mereka itu sebenarnya lebih ke pengkondisian dan pendekatan. Kalo seringkali kita marahi atau kita kucilkan itu semakin ndadi anaknya. Jadi lebih ke komunikasi dan mempersilahkan mereka “kamu pengennya gimana? Kalo belajar ya belajar, kalo kamu ngantuk yaudah tidur, atau kalo kamu pengen lebih baik yaudah kamu cuci muka dulu ke toilet”. Jdi nggak yang marah-marah “kamu kok tidur sih”. Jadi saya membuat mereka itu agar merasa mereka didengar dan didekati.

- R : Dari hasil observasi saya bun, kan sempat ada anak yang tidak memakai sepatu kemudian menyuruhnya keluar dan memakai sepatu di luar. Apakah hal tersebut merupakan sebuah punishment bun?
- T : Kalo bagi saya ngga ada punishment mba, adanya konsekuensi. Untuk mendisiplinkan anak itu saya memberi mereka konsekuensi atas apa yang mereka buat. Seperti kemarin itu si Ahsan yang tidak memakai sepatu, saya menyuruhnya keluar dulu. Saya bilang “Kalo kamu di luar, gapake sepatu gapapa, tetapi ketika kamu di kelas kamu pakai sepatu. Ketika kamu belum memakai sepatu berarti kamu belum siap untuk pembelajaran, jadi silahkan kamu rapihkan dulu di luar, kemudian kalau sudah rapih masuk ke kelas”.
- R : Di akhir pembelajaran, biasanya apa saja yang bunda sampaikan dan apakah bunda juga memberikan feedback kepada siswa di akhir pembelajaran?
- T : Yang pertama itu saya bertanya kepada siswa mengenai apa yang mereka rasakan dalam pembelajaran, kemudian apa yang kamu dapatkan setelah pembelajaran. Seringkali saya bertanya kepada mereka nilai-nilai apa yang sudah kita aplikasikan. Kemudian kalo saya pribadi lebih ke memberi semangat dan mengapresiasi hasil kerja mereka dan meminta mereka untuk saling mengargai dengan hasil karya atau hasil tugas kelompok lain. Saya juga menyampaikan materi atau kegiatan yang akan dilakukan di pertemuan selanjutnya jika materi atau kegiatannya masih berhubungan di pertemuan hari itu.
- R : Untuk mengakhiri pembelajaran, biasanya apa saja yang dilakukan bun?

T : Biasanya kalau ada yang perlu disampaikan untuk pertemuan berikutnya ya saya sampaikan. Kemudian standar ya, mengucapkan hamdalah, salam, meminta siswa untuk menata kembali meja dan kursinya. Kalau kebetulan setelah pelajaran selesai itu waktunya sholat dzuhur berjamaah di masjid, saya minta anak-anak untuk siap-siap sholat.

R : Sudah selesai bun, terimakasih banyak nggih bun. Maaf mengganggu waktu bunda dan juga merepotkan bunda.

T : Alhamdulillah mba, sama-sama mba.

## APPENDIX 6

### INTERVIEW TRANSCRIPT 2

Date : Friday, June 9th 2023

Resources : Martha Dewi Windarta, S.Pd.

Interviewer : Anggit Prahesti

Place : WhatsApp roomchat

This interview between the researcher and the English teacher of VII Nasai class. The chat can be seen in the following text:

R: The researcher

T: The teacher

R : Assalamu'alaikum bun, mohon maaf mengganggu waktunya bun. Jadi keperluan saya menghubungi bunda yaitu saya ingin mewawancarai bunda untuk yang kedua kalinya untuk melengkapi data saya mengenai masalah yang dihadapi bunda ketika menerapkan rules of classroom management in teaching speaking skill.

T : Baik mba, silahkan ditulis saja list pertanyaannya, nanti saya jawab lewat voice note.

R : Bagaimana fasilitas yang ada di ruang kelas Nasai dalam menunjang kemudahan proses belajar mengajar?

- T : Untuk pembelajaran Bahasa Inggris sendiri, biasanya saya menggunakan power point yang mana ketika pembelajaran itu menggunakan proyektor dan juga speaker. Alhamdulillah di kelas Nasai itu tersedia, jadi sangat memperlancar pembelajaran. Kemudian untuk kenyamanan anak, ada lampu yang dari segi pencahayaannya itu sudah disesuaikan, jadi tidak terlalu silau. Kemudian ada fasilitas AC juga untuk anak-anak, jadi anak-anak bisa merasa nyaman. Secara keseluruhan, untuk fasilitas sendiri tidak menjadi masalah dalam proses pembelajaran.
- R : Bagaimana perbandingan jumlah anak di kelas Nasai dengan luas ruang kelas?
- T : Pada dasarnya untuk jumlah siswa dalam satu kelas itu sudah kami persiapkan agar mereka bisa leluasan dan nyaman ketika di kelas. Jadi, memang untuk keadaan kelas sendiri itu tidak terlalu crowded karena sudah kita sesuaikan agar tidak sesak.
- R : Apa saja perilaku siswa yang menjadi masalah ketika bunda menerapkan *rules of classroom management in teaching speaking skill*?
- T : Ketika ada siswa yang berbicara selagi saya menjelaskan materi atau memberi instruksi. Selagi masih dalam batas wajar dimana tidak mengganggu itu tidak apa-apa. Tetapi terkadang memang ada anak yang ketika bunda sedang menyampaikan materi itu mengobrol dengan suara yang keras. Hal ini jelas mengganggu bunda dan mengganggu pembelajaran juga. Jadi, untuk mengatasi hal ini, kita sebagai guru harus bisa menerapkan metode yang lebih

tepat dimana ketika metode yang kita gunakan itu menarik bagi siswa maka kemungkinan siswa akan berbicara ketika kita sedang menjelaskan materi akan lebih kecil.

R : Bagaimana pengaruh keterlambatan siswa terhadap kelancaran dalam menerapkan rules of classroom management?

T : Iya mba, memang siswa yang terlambat itu bisa menghambat ya. Karena mereka terlambat masuk kelas, mereka menjadi tidak bisa mengikuti pembelajaran dari awal yang mana mereka yang terlambat tidak jarang mereka itu bingung. Hal ini bisa menghambat kelancaran pembelajaran, yang harusnya sudah bisa berpindah ke aktivitas lainnya, tetapi masih ada yang belum memahami materi ataupun instruksi. Tetapi dalam menyikapi siswa yang terlambat sendiri, di SMP AL Azhar Syifa Budi Solo guru itu tidak menghukum, menghardik atau menghakimi siswa yang terlambat. Pada dasarnya kita semua tidak ada yah yang ingin terlambat, maka ketika ada anak yang terlambat, kita mintai informasi alasan mereka terlambat kemudian kita rekap dan kita mengobrol untuk menentukan konsekuensi atas keterlambatannya. Ada kemarin yang deal akan datang lebih awal ke masjid sebagai konsekuensi karena terlambat datang.

R : Bagaimana pengaruh siswa yang kurang mempunyai kemampuan untuk memahami dan mengekspresikan pendapat dalam pembelajaran speaking skill bun?

T : Kemampuan anak memang berbeda-beda dan hal ini sedikit banyaknya juga menghambat proses pembelajaran. Ada anak yang memang cepat tanggap, dan ada juga yang memang harus beberapa kali dijelaskan dulu baru paham. Ketika ada anak yang dia memiliki speaking level yang kurang maka dia akan lebih pasif . Jadi saya seringkali mengaplikasikan metode pembelajaran yang bisa mengcover kemampuan semua anak. Maka dari itu, seringkali saya lakukan peer teaching dan focus group discussion yang mana dengan metode tersebut, anak-anak akan merasa lebih nyaman karena mereka berada di dalam circle yang lebih kecil di dalam kelas. Jadi, sepintar-pintarnya kita saja untuk mengaplikasikan sebuah metode yang bisa menyesuaikan dengan kebutuhan siswa.

R : Bagaimana pengaruh siswa yang kurang memperhatikan dan kurang mempunyai motivasi untuk belajar Bahasa Inggris dalam kelancaran penerapan rules of classroom management?

T : Hal ini memang cukup menghambat proses penerapan classrom management. Terkadang masalah itu memang datangnya dari siswa. Siswa yang tidak tertarik atau tidak memiliki motivasi belajar Bahasa Inggris biasanya kurang begitu memperhatikan dan mengikuti instruksi yang diberikan oleh guru. Siswa yang kurang memiliki motivasi dalam belajar biasanya dipengaruhi oleh kemampuan mereka yang masih kurang. Salah satu factor penyebabnya dalam hal ini karena tidak semua anak mendapat pelajaran bahasa Inggris ketika mereka di sekolah dasar. Untuk mengatasi masalah ini, dalam mengajar itu tidak hanya menyampaikan materi pembelajaran kita,

tetapi bagaimana kita menyampaikan pembelajaran yang berupa spiritual, berdiferensiasi, dan motivasi-motivasi yang disampaikan ke anak. Motivasi ini disampaikan di awal pembelajaran. Dalam meningkatkan motivasi dan perhatian anak, yaitu bisa dengan cara menunjukkan antusias dan semangat kita ketika di awal pembelajaran sehingga anak-anak juga merasa semangat dalam mengikuti pembelajaran dan akan memperhatikan selama pembelajaran. Motivasi tidak hanya dilakukan oleh guru ke anak, tetapi membuat anak untuk saling memotivasi temannya juga. Hal ini menjadi salah satu cara untuk memfokuskan dan mengajak anak-anak untuk sama-sama belajar. Jadi, dengan awal pembelajaran yang baik, diharapkan tidak akan muncul hambata-hambatan ketika proses pembelajaran.

R : Sudah selesai bun, terimakasih banyak tas jawabannya dan juga terimakasih karena bunda sudah meluangkan waktunya.

T : Iya mba sama-sama.

## APPENDIX 7

### MEMBER CHECK

Saya yang bertanda tangan dibawah ini:

Nama Informan : Martha Dewi Windarta, S.Pd.  
Jenis Kelamin : Perempuan  
Unit Kerja : SMP Al Azhar Syifa Budi Solo

Dengan ini, saya menyatakan bahwa telah dilaksanakan wawancara dan data yang diperoleh peneliti atas nama Anggit Prahesti dengan NIM 196121202, dalam penelitiannya yang berjudul **"Rules of Classroom Management Implemented by the English Teacher in Teaching Speaking Skill at the Eighth Grade of SMP AL Azhar Syifa Budi Solo in the Academic Year 2022/2023"** adalah benar berasal dari saya sebagai informan penelitian, dan transkrip wawancara yang dibuat oleh peneliti sesuai dengan apa yang saya sampaikan, dan saya tidak keberatan apabila nama yang ada dalam penelitian ini dicantumkan guna keperluan keabsahan data dalam penelitian ini.

Demikianlah, semoga data ini dapat dipergunakan sebagaimana mestinya untuk bahan penelitian.

Surakarta, 21 Juni 2023



Martha Dewi Windarta, S.Pd.

## APPENDIX 8

### LESSON PLAN 1

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Al-Azhar Syifa Budiolo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: Recount Text (Factual Recount Text 1)
Alokasi Waktu	: 2JP (2 X Pertemuan)

#### A. Tujuan Pembelajaran

Melalui pendekatan *scientific* dan pembelajaran model *Think Individual and Share*, peserta didik diharapkan terampil:

1. Disajikan beberapa teks, gambar, atau video *Factual Recount*, peserta didik dapat menganalisa fungsi sosial, struktur kebahasaan dan unsur kebahasaan teks *Factual recount* melalui kegiatan observasi individu.
2. Menyusun paragraf acak menjadi *Factual Recount Text* dengan fungsi, struktur dan unsur kebahasaan yang baik.
3. Menulis *Factual Recount Text* mengenai kejadian atau peristiwa fakta yang terjadi pada masa lampau.

## B. Langkah Kegiatan

### Pembelajaran Pertemuan ke-1

a. Kegiatan Pendahuluan (5 menit)

Langkah-langkah Kegiatan
1) Siswa mengisi daftar hadir 2) Penyampaian tujuan pembelajaran

b. Kegiatan Inti (65) menit)

Langkah-langkah Kegiatan
1) Peserta didik mereview materi sebelumnya terkait <i>Personal Recount Text</i> (afektif). 2) Peserta didik diberikan waktu untuk mengobservasi secara individu dari beberapa gambar tentang kejadian atau peristiwa fakta yang terjadi pada masa lalu dan kontekstual. 3) Peserta didik menyampaikan pendapat dengan bebas secara lisan ( <i>exploring</i> ) tentang apa saja yang ditemukannya dari pengamatan gambar tersebut. 4) Peserta didik diajak dan diberi waktu untuk membuka materi dalam link. 5) Peserta didik mengisi tabel fungsi sosial, struktur kebahasaan, dan unsur kebahasaan yang ditemukan ( <i>lampiran 3</i> ). 6) Peserta didik menyampaikan kosakata sulit (noun, adjective dan verb) dari observasi gambar yang disajikan dalam pembelajaran. 7) Peserta didik belajar menyusun <i>Factual Recount Text</i> tentang kejadian atau peristiwa yang disampaikan dalam bentuk beberapa gambar, text, video dengan sederhana. 8) Peserta didik membuat dan mengumpulkan draft <i>Factual Recount Text</i> yang berhasil dituliskan. 9) Peserta didik menyajikan draf di kelas/media pembelajaran e-learning (chatroom/zoom atau lainnya) 9) Peserta didik diberi tugas untuk menyajikan gambar/teks/video yang akan dibuatkan <i>Factual Recount Text</i> pada pertemuan selanjutnya.

c. Penutup (10 menit)

Langkah-langkah Kegiatan
1. Guru menyampaikan pertanyaan-pertanyaan praktis tentang fungsi sosial, struktur kebahasaan, dan unsur kebahasaan <i>Factual Recount Text</i> . 2. Evaluasi dan refleksi pembelajarannya. 3. Guru menyampaikan apresiasi atas keaktifan peserta didik. 4. Guru menyampaikan rencana materi dan tugas berikutnya

### **C. Penilaian**

1. Sikap: Pengetahuan: mandiri dan bertanggung jawab.
2. Pengetahuan: mengisi lembar observasi teks *Factual Recount* secara tertulis (lampiran 2).
3. Keterampilan: Menulis draft teks *Factual Recount* dengan memilih salah satu gambar/teks/video yang diberikan dalam pembelajaran.

Lampiran 1:

Rubrik Penilaian

a. Penilaian dari Aspek Sikap (*Affective Aspect*)

<b>Writing Skill</b>			
No	Kemampuan Menulis	Aspek yang dinilai	Score
1	Keaslian Tulisan (Karya peserta didik / mandiri)	Sangat Asli	4
		Asli	3
		Cukup Asli	2
		Kurang Asli	1
		Tidak Asli	0
2	Tanggung jawab	Sangat tepat waktu	4
		Tepat waktu	3
		Terlambat dengan alasan	2
		Terlambat tidak dengan alasan	1
		Tidak mengumpulkan/kerja	0

Lampiran 2:

b. Penilaian dari Aspek Keterampilan (*Skill / Psycho-motoric Aspect*)

<b>Skill Scoring</b>			
No	Kemampuan Menulis	Aspek yang dinilai	Score
1	Judul	Sangat sesuai dengan gambar/teks/video	5
		Sesuai dengan gambar/teks/video	4
		Cukup sesuai dengan gambar/teks/video	3
		Kurang sesuai dengan gambar/teks/video	2
		Tidak sesuai dengan gambar/teks/video	1
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Text (Kronologi)	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

## APPENDIX 9

### LESSON PLAN 2

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

##### A. Identitas Sekolah

Nama Sekolah	: SMP Al - Azhar Syifa Budi Solo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I (Ganjil)
Materi Pokok	: Keberadaan orang (There is dan There are)
Alokasi Waktu	: 2x40 (1Pertemuan)

##### B. Kompetensi Inti

###### 1. Kompetensi Inti 3 (Pengetahuan)

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

###### 2. Kompetensi Inti 4 (Keterampilan)

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

##### C. Tujuan Pembelajaran

Melalui model pembelajaran *Problem based learning* dan mengamati gambar serta diskusi tentang *keberadaan orang*, peserta didik diharapkan mampu menentukan fungsi sosial, struktur, dan unsur-unsur kebahasaan teks instruksional lisan dan tulis tentang Keberadaan orang, serta peserta didik mampu membuat dan mendemonstrasikan teks interaksi transaksional lisan dan tulis tentang keberadaan orang dengan penuh rasa ingin tahu, percaya diri, dan bekerjasama dengan baik dengan pasangannya.

##### D. Materi Pembelajaran

1. Teks lisan dan tulis yang menggunakan ungkapan teks interaksi transaksional lisan

dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang.

2. Fungsi sosial

Menyebutkan, mendeskripsikan, membuat inventaris keberadaan orang.

3. Struktur teks

Memulai

Menanggapi (diharapkan/di luar dugaan)

4. Unsur kebahasaan

Ungkapan dengan There is/are

Kata jumlah yang tidak tertentu: few, some, many, a lot (of).

Frasa kata depan: in, on, under, in front of, below, above, dan lain lain. Ejaan dan tanda baca

5. Topik

Keberadaan orang, di kelas/sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

## **E. Metode Pembelajaran**

d. Pendekatan : Scientific TPACK

e. Model : Problem Based Learning

f. Metode : Tanya jawab dan Diskusi

## F. Langkah-langkah Kegiatan

### Pembelajaran Pertemuan ke 2

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"><li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik dalam.</li><li>• Peserta didik berdoa sebelum memulai kegiatan.</li><li>• Guru mengecek kehadiran siswa</li></ul> <p>b. Apersepsi</p> <ul style="list-style-type: none"><li>• Guru menampilkan <i>gambar</i> untuk mengaitkan materi yang akan dibahas.</li><li>• Guru mengingatkan kembali materi prasyarat (Penggunaan <i>there is</i> dan <i>there are</i>)</li><li>• Peserta didik merespon pertanyaan pendahuluan yang diajukan guru berupa: <i>How many people are there in this picture?</i> <i>Where are they/where is he?</i></li></ul> <p>c. Motivasi</p> <ul style="list-style-type: none"><li>• Peserta didik merespon informasi dari guru terkait materi yang akan dipelajari.</li><li>• Peserta didik merespon gambaran dari guru tentang manfaat mempelajari materi yang akan dipelajari</li></ul> <p>d. Pemberian Acuan</p> <ul style="list-style-type: none"><li>• Peserta didik memperhatikan penyampaian tujuan dan strategi pembelajaran dari guru</li><li>• Guru membagi peserta didik</li><li>• berpasang-pasangan dan membagikan LKPD</li></ul>	10 menit

<p>Inti (PBL):  <i>Orientasi peserta didik pada Masalah</i></p> <p><i>Mengorganisasi</i></p> <p><i>Membimbing Penyelidikan</i></p> <p><i>Menyajikan dan mengembangkan hasil karya</i>  <i>Menganalisis</i></p>	<p><i>a. Mengamati</i></p> <ul style="list-style-type: none"> <li>● Peserta didik mengamati gambar terkait keberadaan orang.</li> <li>● Guru memberi orientasi masalah: <ul style="list-style-type: none"> <li>1) <i>How many students are there?</i></li> <li>2) <i>How many girls in the picture?</i></li> <li>3) <i>How many boys in the picture?</i> 4) <i>Where are they?</i></li> </ul> </li> <li>● Peserta didik bergantian menentukan fungsi <i>there is/are</i>, struktur, dan unsur kebahasan teks pada teks yang ada dalam gambar terkait <i>keberadaan orang</i>.</li> </ul> <p><i>b. Menanya</i></p> <ul style="list-style-type: none"> <li>● Peserta didik menanyakan hal-hal yang tidak difahami berdasarkan teks.</li> <li>● Guru memberi <i>feedback</i> pada ketidakfahaman peserta didik.</li> </ul> <p><i>c. Mencoba</i></p> <ul style="list-style-type: none"> <li>● Peserta didik menjawab kuis yang diberikan guru.</li> <li>● Peserta didik melengkapi kalimat rumpang pada LKPD</li> <li>● Peserta didik mengucapkan kalimat yang dibuat dan guru merespon susunan, intonasi dan pengucapan peserta didik.</li> </ul> <p><i>d. Mengasosiasi/Pengumpulan Informasi</i></p> <ul style="list-style-type: none"> <li>● Peserta didik mengerjakan LKPD yang diperoleh secara berpasangan dengan mendiskripsikan gambar yang disediakan.</li> </ul> <p><i>e. Mengkomunikasikan</i></p>	<p>60  menit</p>
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<p><i>dan mengevaluasi proses pemecahan masalah</i></p>	<ul style="list-style-type: none"> <li>● Peserta didik di tiap-tiap pasangan mengomunikasikan gambar yang di pilih dan Guru mengobservasi kegiatan mereka.</li> <li>● Guru memberi feedback pada hasil kerja mereka.</li> </ul>	
<p>Penutup</p>	<ol style="list-style-type: none"> <li>a. Peserta didik dengan bantuan guru membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan</li> <li>b. Peserta didik melakukan refleksi kegiatan pembelajaran</li> <li>c. Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok.</li> <li>d. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</li> <li>e. Peserta didik mengakhiri kegiatan dengan doa.</li> <li>f. Salam penutup</li> </ol>	<p>10 menit</p>

## **G. Penilaian**

### 1. Penilaian Pengetahuan

#### a. Jenis /teknik Penilaian

- 1) Tes Formatif melalui penilaian hasil lembar kerja di saat pembelajaran dan tes tulis berupa essai
- 2) Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai, berupa soal Pilihan Ganda dan essai

b. Bentuk Instrumen dan instrumen: Tes Tulis (Rumpang)

No	Aspek dan Soal	Jawaban
	Kalimat Rumpang	
1.	..... (ada) a policeman in the office.	There is
2.	There .....(dua) passengers in the bus	Are two
3.	Look, .....(ada seorang) woman in the market	There is a
4.	There are two students with .....(rambut keriting) in the library.	Curly hair
5.	There.....(dua) new teachers in this school.	Is two

c. Pedoman penskoran Tes Esai

Aspek	Keterangan	Skor
Tata Bahasa (structure/grammar)	<ul style="list-style-type: none"> <li>● Tidak ada kesalahan tata bahasa</li> <li>● Ada kesalahan tapi tidak mempengaruhi makna</li> <li>● Sering membuat kesalahan sehingga makna sulit dipahami</li> <li>● Terdapat banyak kesalahan sehingga tidak bias dipahami</li> </ul>	4 3 2 1
Kosakata (vocabulary)	<ul style="list-style-type: none"> <li>● Menggunakan kosa kata yang tepat</li> <li>● Menggunakan kosa kata yang cukup tepat</li> <li>● Menggunakan kosa kata yang kurang tepat</li> <li>● Menggunakan kosa kata yang tidak tepat</li> </ul>	4 3 2 1
Tanda Baca (punctuation)	<ul style="list-style-type: none"> <li>● Tidak ada kesalahan dalam menggunakan tanda baca</li> <li>● Terdapat 3-5 kesalahan dalam menggunakan tanda baca</li> <li>● Terdapat banyak kesalahan dalam menggunakan tanda baca</li> </ul>	4 3

## 2. Penilaian Keterampilan

- a. Jenis/teknik Penilaian : Penilaian presentasi
- b. Bentuk Instrumen dan Instrumen : Tes lisan/speaking (Percakapan)
- c. Pedoman Penskoran:
  - a) Pedoman Penilaian Keterampilan writing

Aspek	Keterangan	Skor
Tata Bahasa (structure/ grammar)	• Tidak ada kesalahan tata bahasa	4
	• Ada kesalahan tapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Terdapat banyak kesalahan sehingga tidak bias dipahami	1
Kosa Kata (vocabulary)	• Menggunakan kosa kata yang tepat	4
	• Menggunakan kosa kata yang cukup tepat	3
	• Menggunakan kosa kata yang kurang tepat	2
	• Menggunakan kosa kata yang tidak tepat	1
Tanda Baca (punctuation)	• Tidak ada kesalahan dalam menggunakan tanda baca	4
	• Terdapat 1-2 kesalahan dalam menggunakan tanda baca	3
	• Terdapat 3-5 kesalahan dalam menggunakan tanda baca	2
	• Terdapat banyak kesalahan dalam menggunakan tanda baca	1

### b) Pedoman Penilaian Keterampilan berbicara

Aspek	Keterangan	Skor
Pengucapan	Tidak ada kesalahan pengucapan kata.	4
	Ada 1-2 kesalahan pengucapan kata.	3
	Ada 3-4 kesalahan pengucapan kata.	2
	Ada 5-6 kesalahan pengucapan	1

Rumus Perhitungan nilai peserta didik, sebagai berikut:

$$\text{Nilai peserta didik} = \frac{\text{jumlahskoryangdiperolehsiswa}}{\text{Skormaksimal}} \times 100$$

Rentang nilai pengetahuan dan ketrampilan

Nilai	Predikat
$90 < \text{nilai} \leq 100$	A
$80 < \text{nilai} \leq 90$	B
$70 < \text{nilai} \leq 80$	C
$60 < \text{nilai} \leq 70$	D
$\leq 60$	E

## H. Rencana Tindak Lanjut

### 1. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas. Berikut materi yang akan diberikan:

There is	There are
Function: for singular and uncountable nouns	Function: for plural countable nouns
One person, one girl	Two people, two girls
A person, An English teacher	Few people, many people, some people
Example : 1. There is one woman with long hair 2. There is a big man in the park	Example : 1. There are two beautiful kids in the park 2. There are few students in the field

## 2. Pengayaan

Guru memberikan materi pengayaan terkait keberadaan orang berupa penugasan untuk meningkatkan keterampilan menulis dengan membuat dialog-dialog interaksi transaksional sederhana. . Berikut materi yang akan diberikan:

There is (Ada)	There are (Ada)
Example : There is not a tall boy here	Example : There are not any people on the road There are no lazy students in this class
Is there....? (Apakah ada..?)	Are there....? (Apakah ada..?)
Is there a + singular noun? Example : Is there a boy playing kite in the field?	Are there any + plural noun? Example : Are there any pedestrians on the road?

## APPENDIX 10

### PHOTOGRAPHS

