

**CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE
FIRST GRADE STUDENTS OF SMK N 1 JUWIRING IN THE ACADEMIC YEAR**

2023/2024

THESIS

Submitted as A Partial Requirement

For Writing the Thesis



By:

Fina Rahmawati

SRN.206121005

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR'S SHEET

SUBJECT : Thesis of Fina Rahmawati
SRN : 206121005

To:

Dean of Cultures and
Languages UIN Raden
Mas Said Surakarta In
Surakarta

Assalammu'alaikum Wr.Wb

After reading thoroughly and giving necessary advices, herewith, as the advisor we state that the thesis of.

Name :Fina Rahmawati

SRN : 206121005

Title : CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT
THE FIRST GRADE STUDENTS OF SMK N 1 JUWIRING IN THE ACADEMIC
YEAR 2023/2024

Has already fulfilled the requirements to be presented before the board of thesis examiners (munaqosyah) to gain Bachelor Degree in Islamic State Raden Mas Said of Surakarta.

Wassalamua'alaikum Wr.Wb

Surakarta, 7th March 2024

Advisor,



Puput Arianto, M. Pd

NIP. 199005142023211024

RATIFICATION

This is to certify, the Sarjana thesis entitled "Classroom Management Conducted by English Teacher at the First Grade of SMK N 1 Juwiring in the Academic Year 2023/2024" by Fina Rahmawati has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education of Cultures and Languages Faculty, the Raden Mas Said State Islamic University Of Surakarta.

Chairman

: Maria Wulandari, M.Pd

NIP. 1989 0518 2023 212027

Secretary

: Puput Arianto, M.Pd

NIP. 199005142023211104

Main Examiner

: Dr. Novianni Anggraini, M.Pd

NIP. 19830130 201101 2 008

Sukoharjo, 19th March 2024

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. H. Imam Makruf, S.Ag., M.Pd
NIP. 19710403 199803 1 005

DEDICATION

The thesis is dedicated to:

1. My great parents Umar Wahyudi and Prihatin
2. My beloved young sister Ega Dwi Rahmawati
3. My best friend Nandhita Ayun Puspita
4. All members of KKN-T Kersodarma 2023 group 53
5. All of my lovely friends
6. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

(Q.S. Al-Qamar ayat 49)

“Sesungguhnya Kami menciptakan segala sesuatu sesuai dengan ukuran”.

(Q.S. Yasin ayat 40)

“Tidaklah mungkin bagi matahari mengejar bulan dan malampun tidak dapat mendahului siang. Masing-masing beredar pada garis edarnya”.

(Imam Syafi’I R.A)

“Jika kamu tidak sanggup menahan lelahnya belajar maka kamu harus sanggup menahan perihnya kebodohan”.

PRONOUNCEMENT

Name : Fina Rahmawati
SRN : 206121005
Study Program : English Language Education
Faculty : Cultures and Languages Faculty

I hereby sincerely states that the thesis entitled **“Classroom Management Conducted by English Teacher at the First Grade of SMK N 1 Juwiring in the Academic Year 2023/2024”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

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

Surakarta, 7th March 2024

Stated by,



Fina Rahmawati

SRN.206121005

ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah the almighty, master of the universe, master of judgment day, for blessing and mercies, so the researcher was able to finish the thesis entitled “Classroom Management Conducted by English Teacher at the First Grade of SMK N 1 Juwiring in the Academic Year 2023/2024” Peace may always be upon Prophet Muhammad SAW, the great inspiration for the world.

The researcher is sure that this thesis would not be completed without help, support, 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:

1. Prof. Dr. Toto Suharto, S.Ag, M.Ag as the Rector of State Islamic University Raden Mas Said Surakarta
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd., as the Dean of the Faculty of Cultures and Languages.
3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd. as the Head of the English Language Educational Study program
4. Puput Arianto, M.Pd, as the advisor of the thesis. Thanks for the guidance, previous advice, corrections, motivation for the researcher, and help to revise the mistake during the entire process of writing this thesis.
5. All of the lectures in the English Language Educational Department of Raden Mas Said State Islamic University of Surakarta for the precious knowledge.
6. My beloved almamater Raden Mas Said Islamic University of Surakarta.

7. Drs. Yulius Widiyanto, M.T, as the Headmaster of SMK N 1 Juwiring. Thanks for permitting the researcher's research.
8. Abdul Aziz, S.Pd., as the English teacher of SMK N 1 Juwiring. Thanks for helping the researcher conduct the research.
9. The researcher's beloved parents, Mr. Umar Wahyudi and Mrs. Prihatin for uncountable endless love, support, prayer, help, and everything else that they give to the researcher
10. Thank you to my friend Nandhita Ayun Puspita who has helped me a lot from semester 1 to the end of this thesis, only thanks can I give to you.
11. Thank you to all members of KKN-T Kersodarma 2023, especially from group 53.
12. All of the researcher's friends and everyone who helps the researcher cannot be mentioned one by one. Thanks for everything.

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

Sukoharjo, 7th March 2024

The researcher

Fina Rahmawati

TABLE OF CONTENTS

COVER	i
ADVISOR'S SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT.....	xi
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
Background of the Study	1
Identification of the Problem.....	6
Limitation of the Problem	7
Formulation of the Problem	7
Objectives of the Study	7
Benefit of the Study.....	8
Definition of Key Term.....	8

CHAPTER II LITERATURE REVIEW	9
Theoretical Review	9
Previous Related Studies	32
CHAPTER III RESEARCH METHODOLOGY	36
Research Design	36
Research Setting	37
Research Subject and Informant.....	37
Data and Source the Data	38
Techniques of Collecting the Data	39
Research Instrument	40
Trustworthiness of the Data	44
Techniques of Analyzing the Data	46
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	48
Research Finding	48
Research Discussion.....	60
CHAPTER V CONCLUSION	72
Conclusion.....	72
Suggestion	73
REFERENCES.....	75
APPENDICES	79

ABSTRACT

Fina Rahmawati. 2024. "Classroom Management Conducted by English Teacher at the First Grade Students of Smk N 1 Juwiring in the Academic Year 2023/2024". Thesis. English Languages Education, Cultures and Language Faculty.

The objectives of this research were divided into two parts, (1) to describe the classroom management conducted by English teacher at the first grade of SMK N 1 Juwiring in academic year 2023/2024 and (2) to explain the problems faced and solution by English teacher at the first grade of SMK N 1 Juwiring in academic year 2023/2024.

This research was descriptive qualitative study. The method of the research was descriptive qualitative research. The subject of this research was the English teacher at the first grade. The data was collected by using observation and interview. The researcher did observation to know activities of the teaching learning process in the class which is related to the classroom management conducted. Interview is used to collect information from English teacher to know the problem faced in classroom management conducted. After collecting the data, the researcher analyzed the data found qualitatively.

The result of this research show (1) Classroom management conducted is divided into five aspects. There were physical design of classroom orderly rows, separate table, and circle and horseshoe, rules and routines, relationships, interesting and motivating instruction, and discipline. (2) The Problem Faced by English Teacher in Classroom Management. Problems were lack of confidence, lack of teacher knowledge or unpreparedness of the material, lack of motivation and students misbehavior. To solve the problem, the teacher gave a punishment and treatment.

The result of this research show (1) Classroom management was conducted by the English teacher divided into five aspects. There were physical design of classroom orderly rows, separate table, circle and horseshoe rules and routines, relationships, interesting and motivating instruction, and discipline. (2) The Problems Faced by English Teacher in Classroom Management were lack of confidence, lack of teacher knowledge or unpreparedness of the material, lack of motivation and students misbehavior. To solve the problem, the teacher gave a punishment and treatment. To solve the problem, the teacher gave a punishment and treatment.

Keyword : *Classroom management, English Teacher*

LIST OF TABLE

Table 1.1	.....	17
Table 1.2	.....	31
Table 1.3	.....	32
Table 1.4	.....	34
Table 1.5	.....	41
Table 1.6	.....	43
Table 1.7	.....	49
Table 1.8	.....	50
Table 1.9	.....	51

LIST OF APPENDICES

Appendix 1	.....	80
Appendix 2	.....	85
Appendix 3	.....	86

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a universal language that has been used for decades. Almost all countries around the world learn English (Mahu, 2012). As a global language, English brings many benefits to its users. However, for non-English speaking countries, English has become a second and foreign language that needs more learning effort (Freeman-Larsen, 1991).

In Indonesia, English as a foreign language is not used in normal lifestyle. English is taught in many different schools, from elementary school to university level. This provision allows students to access real English learning opportunities if they take English classes or use instructors outside of school (Ababneh, 2012; Saun & Gultom, 2016). EFL classrooms and other classrooms need specific essential components to be useful and enjoyable for every teacher and learner (Ababneh, 2012).

Classroom management is managing complexity while providing to changing in class lifestyle and the long history of formal education. There are classroom management factors that are categorized into the physical environments of the classroom, as well as sight, comfort, and sound; seating arrangements; and desired use of boards and systems in the classroom (Brown, 2001:192-4). These factors are associated with the teacher, their tone of voice, and body language. Therefore, teachers must master appropriate strategies of classroom management as a way to assist them in controlling the classroom and making it enjoyable for students instead of being hated or forgotten as a burden.

The process of teaching and learning takes place due to direct interaction between students and teachers. To complete this assignment efficiently and effectively, teachers want to master their interpersonal communication abilities (Malik, 2012). The teacher's effective verbal communication skills help listeners understand. His/her confidence and ability to make instant choices allow him/her to determine struggles immediately. It is always patient and motivated. Remarkable at cooperative work while engaging students in some real-life work that has mastery of language and speaking style. Perhaps the arguments are intellectually compelling. Students often use their information and respect students' feelings in a firm, wise, and exceptional way. Create a democratic environment in the classroom (Malik, 2012).

Effective education is how successful a school is in achieving its educational goals. Many research results show that teachers play a major role in developing efficient education (Hattie, 2009). The difference in accomplishment between students who spend a year in a classroom with a highly competent teacher versus a useless teacher is staggering. Over 35 years, Marzano (2003) synthesized research on strong schools and found that an average student attended a school and had an average teacher for two years. In those two years, student performance was probably in the 50th percentile. If the same student focuses on an ineffectual school and has ineffectual teachers, that student's performance may drop to the 3rd percentile after two years. If students attend an efficient school but have an ineffectual teacher, their academic performance over the years may drop to the 37th percentile. A teacher may achieve this progress, resulting in significant achievements in learning.

There are previous researcher who accompanied research on the same topic about Classroom Management. First, Ika Riddanti (2019), said classroom management in the process of teaching and learning is separated into the physical design of the

classroom, including seating arrangement; orderly rows and distinct tables, rules and routines, student-teacher relationships, engaging and motivating teaching and discipline. Five components to maintain good classroom management in English teaching at SMK N 1 Juwiring. Besides that, the effect of teachers' classroom management on students' English accomplishment. A teacher's classroom management has a lot of influence on students' English learning outcomes. Second, Yana Yopianti (2022), believes that the management of the classroom to maintain and create a conducive learning environment is carried out by maintaining good relationships with students, paying attention to students' attitudes and intelligences, having multiple talents, applying academic and social sanctions, by setting the rules independently and announce classroom procedures at the first meeting.

There are several differences between previous research and this research. In previous research, researchers only focused on the problems faced in classroom management. However, in this research, the researcher did not only focus on problems in classroom management, but the researchers also tried to find solutions to the problems faced in classroom management. Besides that, the objects of the previous research were Junior High School and Senior High School. In this research, researchers have a breakthrough as a research object that researchers used as research, namely the Vocational High School. Vocational High School are formal education units that focus on vocational practice and training by implementing project-based learning, internships, and industrial collaboration. In other words, the focus on general education and theory-based academics is less than at the Junior High School and Senior High School.

The researcher carried out a pre-observation at SMK N 1 Juwiring, in a class taught by Abdul Aziz, S.Pd. The first pre-observation was held on March 28th, 2023.

The teacher taught in the first grade at AKL. When class started, a few students had already gathered. The teacher stated the class became very noisy because of their teasing. Then, the teacher provided discipline through treats or warnings to students to pay attention to the material being explained. Students are asked to arrange incomplete sentences into effective sentences. When given this assignment, the researcher saw that after being given motivation by the teacher, the conditions in the class were conducive and the students carried out the assignment individually without asking their classmates.

The second pre-observation was carried out on Thursday 6th April 2023, in the first grade at TJKT. While praying, several male students disturbed their friends who can were praying by calling them by other names (not their real name). Seeing this, the teacher immediately made a rules in the form of writing 50 istighfar. During pre-observation, the researcher identified that the teacher used a classroom layout in groups to ensure order. When learning started to get boring, the teacher provides a more interesting explanation of the material using learning media in the form of PowerPoint and provides ice breaking to students. That way, the classroom situation becomes comfortable, so that a good relationship will be created between students and teachers.

The third pre-observation was carried out on Monday, April 10th, 2023 in the first grade at DKV. Most of the male students were noisy. The teacher gives rules to students to maintain calm in the class. However, the students did not listen to the teacher's rules. Finally, the teacher told them that if it was too noisy, they could leave the classroom. After the class conditions are conducive, the teacher provides reading text to the students. However, students have difficulty read the reading text provided by the teacher. After seeing this, the teacher took the initiative to provide a mandatory

routine for the class in the form of a short conversation routine in English during the lesson.

As the above observations, it is known that the teacher sits at the front while the students sit in rows, with the seating arrangement used being an orderly row. A blackboard is hung in front of the classroom. The marker ink is in the teacher's room. If the ink runs out, ask several students to refill it. There are boring students, this example is definitely difficult. The teacher said that if any student disrupts learning activities, he or she will be kicked out of class. First, the teacher warned the students not to make a fuss or cause a disturbance.

Teachers may want good classroom management. During practice, the teacher initially used English, and then translated it into Indonesian. Students ask the teacher after working in groups because they do not understand the instructions clearly, but after the instructions, they no longer ask directly. At almost every transition, teachers use English to talk to students. The teacher's voice is inconsistent in speed and volume and is even easier to hear.

The reason the researcher chose the research location at SMK N 1 Juwiring was that there is location was easy to reach for researchers and the English teacher at the research location had a learning program called “Belajar Lancar Mandiri” which was later shortened to “BERLARI”. English learning which was developed with the “BERLARI” concept, aims to improve various aspects, including mastery of English through short conversation between friends and teachers. Another aim of the program is that mastering information and computer technology is very important in learning so that students are more active in studying the material. At SMK N 1 Juwiring, the school's English teachers often used classroom control methods implemented in their English classes, which included teachers often delivering material in front of the class,

teachers using shared chair arrangements; line order, the teacher employs a textbook to provide material and solve practical problems, namely the teacher employs English and Indonesian in class. As a preceding observation, teachers assume that the elements of classroom management are classroom control, teaching materials, communication and teaching methods.

According to experience and observations of English teachers and their learning, how do teachers manage the class and carry out their role well even though they sometimes have problems in handling students in the class. All of this will influence student success. The researcher observed the student environment alongside classroom management, as well as the teaching methods used in managing the classroom. They also examined the implemented learning plans in the first-grade class at SMK N 1 Juwiring to understand how the class was managed. Referring the descriptions above, the researcher is attracted in managing research on classroom management through first grade English teachers at SMK N 1 Juwiring, with research entitled **“Classroom Management Conducted by English Teacher at the First Grade Students of SMK N 1 Juwiring in the Academic Year 2022/2023”**.

B. Identification of the Problem

Referring to the research context above, the researcher shows a systematic and clear way to identify problems as follows:

1. There are a few the first grade at DKV students who experience a loss confidence when when the teacher asks his students to read the reading text given by the teacher at SMK N 1 Juwiring for the 2023/2024 academic year.
2. There are students in the classroom annoying the teaching-learning process whilst teachers give an explanation for the material of SMK N 1 Juwiring in the academic year 2023/2024.

3. The teacher used combined language in the classroom when explaining the material of SMK N 1 Juwiring in the academic year 2023/2024.

C. Limitation of the Problem

So that the investigation of this study is more focused, the researcher focuses on the components of classroom mangement on the first grade students of SMK N 1 Juwiring, especially in the expertise departments AKL (*Akuntansi Keuangan dan Lembaga*), DKV (*Desain Komunikasi Visual*), and TJKT (*Teknik Jaringan Komputer dan Telekomunikasi*). The researcher took the data from the first-grade English teacher.

D. Formulation of the Problem

1. How are components of classroom management conducted by English teachers for the first-grade students of SMK N 1 Juwiring in the academic year 2023/2024?
2. What are the problems faced and solutions by English teachers in managing classrooms for the first-grade students of SMK N 1 Juwiring in the academic year 2023/2024?

E. Objectives of the Study

1. To describes the English teacher managing a classroom for the first-grade students of SMK N 1 Juwiring in the academic year 2023/2024.
2. To explain the problems faced and solutions by the English teacher managing a classroom for the first-grade students of SMK N 1 Juwiring in the academic year 2023/2024.

F. Benefit of the Study

1. For Headmaster

The final results can be applied to guide or quickly show teachers how to manage their classrooms to bring more efficiency and excitement to students when learning English.

2. For teachers

The consequences of this research can be applied as knowledge for teachers in classroom management, according to the situation of students and classroom.

3. For different researchers

The final results will provide information to help them conduct future research or expand more specific research, etc.

G. Definition of Key Term

1. Teaching English

Brown (2000:7) described teaching as the act of demonstrating or aiding someone in learning a skill, offering guidance in the study of a subject, imparting knowledge, and facilitating recognition or understanding. Teaching approach provides instruction, seeks to assist students learn something and causes them to comprehend the information they have learned.

2. Classroom Management

Bosch (2006) states that “classroom management is a skill that needs to be learned, practiced, assessed and modified to suit the changing situation of the modern classroom”.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Classroom Management

The classroom management concept is often described by Stough and Emmer (2001) as behaviours utilized by teachers to manage the educational environment in the classroom, establish order, and encourage student cooperation in handling of disciplinary matters. Cooper (2011:217) states that management of classroom refers to a teacher's activities to create a respectful, thoughtful, orderly, and effective learning environment. As stated by Weinstein and Evertson (2006) in Korpershoek (2014:11), classroom control is exercised by hobby teachers who seek to create a territory conducive to the students academic and social-emotional education. They are separated into five types of activities. Therefore, to achieve high quality management of classroom, teachers must foster caring and supportive relationships between students, as well as establish and implement educational programs in a way as to optimizes the student learning process. Dizdarevik and Delceva, J.D (2014) argue that the management of classroom is a process that contains various activities perform by teachers and students, and the subjects taught must be in accordance with the needs and abilities of students and educational goals have been set. McCreay (2013) stated that management of classroom refers to the techniques and methods that educators use to preserve a classroom environmental that encourages successful student learning. While there are many teaching

techniques concerned to classroom management, what they all have in common is ensuring students feel like they are in a situation that allows them to succeed. In addition, with classroom management skills, students will not contribute directly in the strategies developed by the teacher, i.e. the teacher's goal is to generate a conducive and positive classroom environment throughout the class.

Okutan (2013) believes that management of classroom is the fundamental stage of technology management knowledge. In the educational procedure, management of classroom is a complex job that requires teacher talent, skills, energy and capability to accomplish the classroom because it is directly related to student behavior and important activity that today is truly central not only to providing but also maintaining a productive and systematic ambience. Hannah (2013) argues the management of classroom is a difficult ability for teacher-scholars and is a fundamental part of teaching exercises used to help make classrooms more structured. This allows teachers or students to manage the class and regulate students' attitudes to be more disciplined in class. This can be one of the most problematical challenges for new teachers.

Referring to the above explanations, it can be seen that there are many understandings and a few ideas about good classroom management provided by experts. In summary, classroom management is a strategy that must be maintained and regulated by the teacher, and is an essential capability that each student teacher must have in directing their students to accomplish the goals of learning. Classroom management is expected to reduce student bad behavior and create it more controllable. This has a significant role in the success of teaching.

2. English Foreign Language (EFL) Classroom Management

Though much remains to be discovered, few types of study on EFL classroom management provide several useful insights. EFL classroom management is more demanding relatively. This no longer happens with problems commonly encountered by teachers in other content areas but also occurs with specific problems of foreign language lessons (Habibi et al., 2018; Macias, 2018). Like another teacher, EFL class leaders face the complexities of their black box. Subject matter, motivation, behavior, attitudes, engagement, student learning outcomes and progress, teaching materials and activities as well as facilities are examples of what education EFL students need management. This is a problem commonly handled by teachers of various subjects. However, the language of coaching in a foreign language, anxiety when studying in a foreign language environment, students are willing to carry out foreign language communication, seating arrangements that support deep interaction and more interactive activities as well as communication activities conducted in foreign languages are examples of challenges of what EFL teachers face in classroom management. In addition, this challenge is certainly not faced by teachers in other subjects. Consequently, the management of classroom in EFL can be comprehended as the potential to efficiently manage general classroom and language-related challenges to generate a learning environment that contributes to optimizing students' ability to master learning and develop their proficiency of English language.

Several studies have also found that challenges can also come from factors outside the classroom. They are no longer provided for language courses. A research shown by Qadir and Tahir (2012) highlighted the voices of 229 EFL

teachers about the general work situation, inadequate facilities, poor infrastructure, educational background and how previous or no professional development training for teachers had a negative impact on the way EFL teachers manage their classroom. Regarding teacher welfare, low salaries, which are relatively common in developing countries, have certainly made the situation worse (Yulia, 2014; Habibi et al., 2018). Teachers from low-income backgrounds often dedicate significant time to additional jobs to financially support their families. Due to these commitments, they struggle with limited or no time to effectively plan lessons, reproduce instructions, solve problems, create suitable assessments, and provide valuable feedback to their students.. Additionally, teacher-trainer relationships, teacher-parent relationships, society, and culture have a major influence in controlling the dynamics of classroom routines.

In order to successfully meet the challenges of classroom management, as suggested by Harmer (2007), EFL teachers must complete ten essential tasks. First, effective classroom managers should often employ the best physical and mental distancing practices to create an encouraging and supportive classroom atmosphere. In addition, teachers must implement the most appropriate measures including positive behavior, anger management and appropriate levels of formality. The teacher then needs to move around the classroom to monitor the class, interact with students, be alert to the class, speak clearly, and adjust his or her voice for various instructional functions, e.g., lecturing, setting up order. Eventually, teachers should organize student seating, teaching and classroom activities, and publicize learning progress.

3. Class Management Goals

As explained above, classroom management is an effort to expedite the teaching and learning process to run properly and optimally. Class management is envisioned to create conditions within the group of classes that form a good classroom environment, which allows a student to do as he wishes. With class management, it is expected that the resulting product will be in line with the expected goals. Classroom management objectives fundamentally consist of educational objectives.

Suharsimi Arikunto (1992) stated that the aim of classroom management aims to create an environment where all students can learn in an organized fashion, promptly reaching educational objectives efficiently and effectively. Indicators of classroom order are:

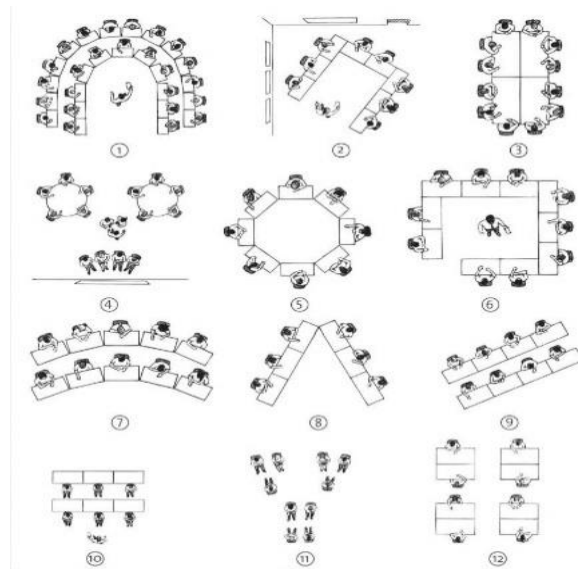
- a. Every child continues to work, with no traffic jams, which means no children are left to stop because they do not know the task that must be done or are unable to carry out the task assigned to them.
- a. Each child continues to complete their assignments without wasting time, means that each child will work as hard as possible to quickly complete the assignments they have been given. When there are children who, although they know and can carry out their duties, do them less enthusiastically and drag out their work time, then the class is said to be disorderly.

Based on several explanations about the management objectives class above, it is known how important the role of good classroom management is for the smooth learning and teaching process. So, classroom management

conducted by teachers really needs to be paid attention to in order to achieve the expected goals.

4. Classroom Seating Arrangement

Here are some classroom seating arrangements that teachers can apply to classroom management.



a. Semi-circle or U

This allows students to make eye contact and communicates with each other. There can be multiple rows if necessary.

b. Tipped U

Making classrooms appear more inviting involves reducing the traditional square angles, maintaining ample desk space, and possibly widening the arms' angles to create a more varied layout..

c. One large table

Combine all the tables together to form one large table, and seat students around it. This can growth the sense of cooperation in a task.

d. Zones

If the classroom has enough space and benches, the teacher can organize them with different concepts in the room: a row of chairs at the front, facing the board; the others sat around a table in the back room; an open mixing/discussion space in the middle. Through convinced stages of learning, students may move from one area to another, dependent on what they need to do.

e. Full circle

A very democratic setting that allows everyone to see everyone. Note that students will expect who will sit in the first chair. Try sitting in a location away from the center and see the difference it makes to attitudes and interactions.

f. Rectangular

Rows of tables and chairs are arranged in the four corners of the room, or close together, leaving room to walk behind the chairs.

g. Curved rows

Instead of making the usual straight lines, try curving the lines slightly, perhaps towards the long wall of the room (rather than the narrower front wall).

h. Arrowhead

A shape consisting of diagonal rows with arrows pointing towards the end of the layer. This allows for more eye contact. This also helps create more open space at the front of the room (which can be used for social activities or to attract students to read or play).

i. Diagonal

Keep the rows of seats traditional but tilt them slightly to leave a large diagonal gap in one corner of the front. This is another way to create more workspace at the front of the classroom.

j. Reverse

If there is enough space in the room, try placing a table behind a chair. This means that students can pay attention to the teacher without any obstacles. When students want to write for a long time or have other needs at the table, students simply turn their chairs and turn their backs to the teacher.

k. No tables

Or try working in groups without desks. By freeing up a lot of space in the room, it can be used for speaking activities, simulations, games, etc.

l. Facing

Rotate the tables to face each other instead of all facing forward.

5. Components of Classroom Management

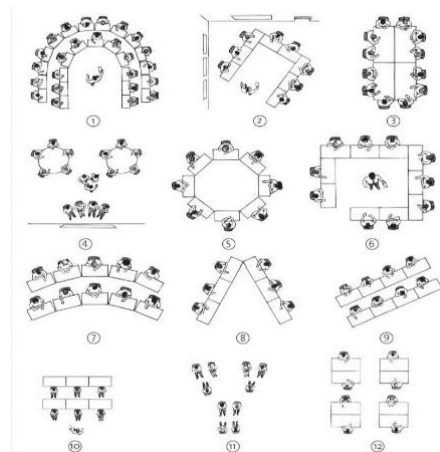
Marzano (2017) states that there have five classroom management's components:

a. Physical design of the classroom

The physical design depends on the classroom layout, location of student desks, teacher desks, location of learning centers and teaching materials, location of most used objects such as pencil sharpeners, etc. Garet (2014:3) provides an example when the teacher uses regular lines when the teacher explains material so that teachers have a clear view of all students and they can understand the teacher in front of the class.

Table 1.1

Classroom Setting Arrangements



b. Relationships

Effective classroom managers expand caring and understanding associations with student and parent, and foster supportive associations among students. Garet (2014:3) Garet

illustrates that at the beginning of a learning session, the teacher frequently presents open-ended questions to students, aiming to enhance their speaking abilities. This approach serves as a means to encourage students to actively participate in discussions. During the delivery of content, the teacher primarily utilizes lecture or presentation techniques. Throughout the learning process, the teacher intermittently poses questions to engage students and gauge their comprehension. Additionally, the teacher offers opportunities for students who require clarification to ask questions.

c. Rules and routines

Teachers ascertain classroom rules and routines, as well as managing returned assignments and recording presence to keep class activities proceeding efficiently without minimal disruption or loss of time. Particular language guidelines target particular circumstances, like the instruction to refrain from speaking. The lesson structure is tailored to streamline recurring tasks within instructional sessions, such as organizing paper collection, handling and reviewing homework, and outlining students' required materials for class (Emmer & Gerwels, 2006).

d. Interesting and motivating instructions

Effective settings expand teaching that engages students and plans instruction carefully, thus that each learning activity is well-planned and runs efficiently. Savage & Savage, 2010; Weinstein & Romano, 2014 stated To conduct engaging

and inspiring lessons, teachers need to comprehensively grasp the numerous administrative responsibilities they must manage prior to, during, and after lessons. This understanding is crucial for executing compelling instructional sessions.

e. Discipline

Discipline focuses teachers on responding to and preventing student misbehavior. Discipline means not punishment or just an action taken by the teacher after making a mistake. Discipline also contains actions to prevent teacher misconduct. Garet (2014:3) give an example that, teachers commonly resort to issuing warnings or threats when students fail to heed instructional directions in order to establish discipline.

6. Classroom Management Approaches

As stated by Burden Yasar (2010), the most useful organizational tool for management of classroom is the level of control the teacher has over the students and the class. A range of teacher control from low to high describes the pedagogical perspective. Burden has grouped the one of approaches to classroom management into three main headings:

- a. The intervening version includes highly controlling methods including behavior modification, assertiveness, positive discipline, punishment, and behaviorism.
- b. The interactive version, i.e. medium level control, contains logical outcomes, positive classroom subject, cooperative

discipline, non-corrosive discipline, dignified subject, and discipline.

- c. The guided version, also known as the low control approach, includes appropriate communication, disciplines such as self-control, group management, teaching with love and logic, intrapersonal discipline, and communal discipline.

7. Strategy of Classroom Management

Classroom management is one of the massive issues of preschool teachers (Subaşı & Merç, 2015). Student teachers must identify strategies to handle and resolve problems in the classroom. Classroom management is the foundation for improving academic and behavioral consequences to manage student behavior problems (Oliver, Reschly, and Wehby 2011). Successful classroom management strategies can help prepare teachers to establish conducive environments, encompassing activities that enhance teacher-student relationships and the establishment of rules guiding student behavior (Harms, Korpershoek, Boer, Doolaard, & Kuijk, 2014).

Proficient classroom management aids teachers in instructing students to become more accountable and self-reliant (Gordon, 2001). Therefore, students can be more responsible for their attitudes. Consistent with Weinstein and Evertson (2006), there are five kinds of actions for management of classroom. Teachers must extend caring and encouraging connections with and among students. Teachers must establish and enforce teaching in a way that maximizes students' access to learning. Teachers should encourage student participation in educational tasks that can be achieved using group management

methods. Such as, setting up class rules and methods. Teachers should also encourage the improvement of students' social and self-regulation skills.

8. Classroom Management Principles

It is significant for teachers to know and master the principles of classroom management which will be explained below:

a. Warm and Enthusiastic

Warmth and enthusiasm are very necessary in the teaching and learning process. Teachers who are full of enthusiasm, friendly with students, and always show enthusiasm for activities or assignments, will be successful in employing classroom management.

b. Challenge

The use of stimulating words, actions, work methods or materials will growth students' enthusiasm for learning, thus decreasing the opportunity of different behaviors. Moreover, it can captivate students' focus and regulate their enthusiasm towards learning.

c. Varies

The use of media or tools, teacher teaching styles and teacher-student interaction models will reduce distractions and growth student attention. Especially when its use changes depending on current needs. The variety of uses revealed above is the key to effective management of classroom and avoiding boredom.

d. Flexibility

Flexibility in teacher behavior to improve teaching strategies that are able to anticipate student distractions and create a successful learning environment. Flexibility in teaching can prevent disturbances for examples the noise of student, lack of attention, not doing homework, and so on.

e. Emphasis on positive things

Essentially, in teaching and education, teacher should highlight positive aspects and escape focusing students' attention on negative aspects. Emphasis on positive things, namely teachers emphasize positive student behavior rather than bullying and negative behavior. The emphasis can be placed on positive strengthening and the awareness of teachers to escape misunderstandings that can disrupt the teaching process.

f. Cultivating Self Discipline

The final goal of classroom management is to help students advance self-discipline. Consequently, teachers must always encourage students to practice self-discipline, and teachers themselves must be an example of self-control and responsibility. Therefore, teachers must be disciplined in everything if their students are to participate in discipline in all aspects.

9. Classroom Management Teaching Strategies

Classroom management is a very essential aspect of teaching. The teacher collects data in class management so that the teaching is interesting and

students can be excited about learning. As stated by Burden (2010: 75), this data is intended to give some suggestions to assist the author implement the strategies of classroom management.

a. Get set up

The teacher needs to create a comprehensive learning plan, organizing materials and a structured approach to teaching. Daily schedules must be meticulously prepared, aligned with the school's guidelines. This plan should be inclusive, catering to the diverse needs and learning preferences of the students in the class. Besides that, visual learners will receive lessons and behaviours tailored to their learning style, and deaf learners will obtain instructions in these sections, students who want more time to understand this, Excel students who need extra assignments that they can handle it individually, etc. As teachers organize to teach the class, students can enjoy a fun and productive day by attending lessons every day.

b. Make the room attractive

Teachers are anticipated to establish an inviting and favorable environment where students can learn, enjoy, and feel comfortable. They achieve this by incorporating elements like visual aids, interactive activities, and maintaining a well-organized classroom schedule. Adhering to these practices, especially during teaching sessions, can foster students' creativity and innovation while imparting the valuable lesson of maintaining happiness in learning, a model set by the teacher.

c. Set classroom rules

Classroom rules are very necessary because they have the effect of checking and guiding in teaching. To make teaching the most conducive classroom, teachers contain students in the design of the rules and who can implement them, allowing students to be disciplined in their application rules. Once the rules are established, all students who violate or do not comply with the policy will be subject to sanctions. Apart from rewarding students who apply the rules well. This approach will encourage students to adhere more closely to the regulations and incentivize those who haven't succeeded to strive for rewards in the future.

d. Be enthusiastic in following lessons

When the teacher is teaching, the teacher will be more cooperative with students and interact to improve the strategies given by the teacher and reassure all students to contribute in learning if students answer incorrectly. The teacher's job is to encourage and assist students succeed by assisting them find the right solutions and providing guidance, asking questions and solutions correctly. Ensure teachers continually thank students for their participation in subsequent lessons in class. Provide opportunities for students to wait to answer questions, because they are all unique and some will want more time than others. This technique, far from wanting to shut the student down,

continues to ensure that responses flow and continues pushing them and bringing out the best in them.

e. Be honest with the students

As a teacher, teaching must be honest with all students. It's important to consistently pay attention to students and treat every student with respect and dignity. Don't discriminate against them and acknowledge those who seem a bit disobedient and educate those who always give their best respectfully. All of you can love and appreciate teachers who have an honest mindset towards all students.

f. Preserve students of records

When students do homework, their work needs to be evaluated and detailed in an electronic grading book. It requires personal access to students and gives rewards and good reviews to students if they perform properly in class. This also tells children that the teacher has a certain meaning and they should remember it well because it is intended to help them learn and investigate by assisting them comprehend the theories being taught. Because the assignments given can be assessed as classroom exercises for students under the guidance of a teacher. Correct task is a tool for learning the basics, and students will learn by looking over the answers and reading or listening to comments from other students and teachers.

10. Problem in Classroom Management

As stated by Defi kholilah (2020), during teaching practice, various issues persist within classroom management, such as teacher confidence deficits, insufficient teacher knowledge or unpreparedness with the material, low student motivation in learning, and instances of student misbehavior.

a. Lack of confidence

Teachers who lack self-assurance might experience discomfort when facing their students, feeling anxious about teaching. Some secondary school English teachers in Asia frequently lack confidence when engaging in English communication activities as they perceive their skills as inadequate to meet unforeseen communication demands (Littlewood, 2007; Li, 1998. Mudrey-Camino, Sutton, and Knight (2009) also pointed out that teachers may feel happy when they see students following instructions, frustrated when students fail to grasp concepts, and angry with students.

b. Lack of teacher knowledge or unpreparedness of the materials

It may be difficult for teachers to teach subjects with less competent teacher knowledge (Rezazadeh, Nasri, Tavakoli, & 2013). Teachers may have difficulty teaching material that has not been prepared. They feel embarrassed if their students know more than their students. They disclosed that teachers might feel disheartened if students possess a greater understanding of a specific subject than the teachers themselves. Improvements in the preparation of teaching materials tend to focus on the

subjects being taught, because materials are important for adequate teaching capacity (McDiarmid & Ball, 1989).

c. Lack of student motivation

A lesson is effective when the teacher and students are successful in achieving their learning goals. When teachers can keep students engaged in the classroom, it can assist the teacher convey the material. Consequently, student interest is necessary for learning. As stated by Parimalavenu, Vanaja and Sasidher (2012), Insufficient student motivation, which results in laziness and disinterest, is regarded as a significant factor contributing to disruptive behavior. Student motivation is the most important factor in learning (Wieman, 2013). Several students have no difficulty completing the material. Wieman said that Highly motivated students tend to grasp concepts effortlessly and enjoy the learning process, whereas students lacking motivation will acquire minimal knowledge and contribute to an uncomfortable classroom atmosphere.

d. Student misbehavior

McPhillimy (1996) states that several of the problems associated with student misbehavior are students who are always asked to go to the toilet, having noise levels that are too high, not being able to identify the perpetrator of an offense when everyone denies the mistake, disputes on the playground that continue in the classroom, refused to do what the teacher ordered, and swore in class. Teachers get frustrated with students

who don't adhere to the rules, but they make efforts to stay composed to ensure the lesson proceeds smoothly. Teachers who try to handle their anger and frustration through reevaluation mentioned pausing, reflecting, and reminding themselves that they were dealing with young learners (Sutton, 2009). Furthermore, as a teacher must try hard to control students who behave badly to achieve learning objectives.

11. Managing the Classroom

Harmer (2014) identifies ways to manage the classroom as follows.

a. Physical Presence

1. Proximity

Teachers need to think about the level of proximity they prefer to maintain with their students. Certain students might feel uncomfortable if the distance between them and the teacher is too limited.

2. Movement

Certain teachers often confine themselves to one spot in the classroom, be it the front, side, or center. However, the most effective teachers tend to move around the classroom to some degree. This enables them to sustain their students' attention during activities or engage more directly with smaller groups, providing assistance when they move to help pairs or groups.

b. Seating Arrangement

1. Orderly Rows

The setup allows the teacher to have a comprehensive view of all students, who, in turn, can easily see the teacher since they're facing in the same direction. This arrangement facilitates lecturing, allowing the teacher to maintain eye contact with the individuals they are addressing. Additionally, if the classroom has aisles, the teacher can freely move around, establishing more direct connections with individual students and closely observing their activities.

2. Circles and Horseshoes

In smaller class settings, both teachers and students often opt for circular or horseshoe-shaped arrangements. Within a horseshoe setup, the teacher typically positions themselves at the open end, where the board, overhead projector, and/or computer might be located. However, in a circular arrangement, the teacher's placement, where the board is positioned, holds less dominance.

3. Separate Table

Having students seated in small groups at separate tables allows the teacher to work with one group while the others proceed independently with

their tasks. This approach is particularly advantageous in mixed ability classes, as various student groups can focus on tasks tailored to their respective ability levels. Additionally, individual table seating is suitable when students are engaged in activities around a computer screen, such as collaborative writing or participating in a listening exercise involving different audio tracks.

c. Voice Management

1. Audibility

It's essential for teachers to speak clearly and audibly, ensuring that students seated in the rear of the classroom can hear them equally well as those in the front. Teachers don't need to raise their voices to be heard; instead, effective voice projection matters more than loudness.

2. Variety Audibility

Teachers should adjust the tone and volume of their voices based on the nature of the lesson and the activity being conducted. The manner in which instructions are delivered or new activities are introduced may differ from the tone suitable for casual conversation or informal exchanges of information or opinions.

d. Student Talk and Teacher Talk

Classes receive occasional criticism due to excessive Teacher Talking Time (TTT) and insufficient Student Talking

Time (STT). Utilizing too much TTT is considered inappropriate because the more the teacher speaks, the fewer opportunities students have to practice their own speaking skills—essential for their development. Moreover, excessive teacher talk limits students' time for other activities like reading and writing. Hence, an effective teacher prioritizes maximizing STT and minimizing TTT.

Table 1.2

Problems

Problems
A few students were crowded
Some male students created a commotion by intimidating their friends by calling them by other names.
A few male students can not read fluently

Table 1.3
Solutions during pre-observation

Solutions
The teacher gives threats or warnings to students to pay attention to the material being explains
The teacher organize students into groups
The teacher says that students must understand the pronunciation first on the way to easily keep in mind

From the pre-observation table above, the researcher uses Marzano's theory about the five components of Classroom Management. The reason the researcher used this theory was because the theory was suitable for answering solutions to problems that occurred in the classroom during pre-observations carried out by the researcher.

B. Previous Related Studies

First, Ika Ridayanti (2019) conducted research "The Influence of Teachers' The study titled "Impact of Classroom Management on Students' English Performance" employs a qualitative method. It focuses on three English teachers, although observations were conducted on only two of them. The study aims to understand how the implementation of classroom management by English teachers affects students' English learning outcomes in the classroom. The similarity was qualitative research and

classroom management. The differences was in the was in subject, object, and technique of data collection in the research.

Second, Sulistiana (2022) in a previous study entitled “The Influence of Classroom Management on Students’ English Achievement at SMA Negeri 3 Luwu”. This study applied a qualitative descriptive method. The research subject are two English teachers. The objectives of her research realize the impact of classroom management on students’ English accomplishment. The similarity was descriptive qualitative, classroom management, and the subject is two English teachers. The difference was in the object, and focus of the research.

Third, Yana Yopianti (2022) entitled “Classroom Management Practices: Two EFL Teachers’ Perceptions on Classroom Management Practices”. This research applies a qualitative descriptive approach. The research subjects are two English teachers. The research objective is to compare Indonesian high school teachers' viewpoints on the management of classroom performs to create classroom environments conducive to learning in rural and remote areas. The similarities are purposive sampling and classroom management. The difference lies in the research object.

Fourth, study accompanied by Sulaiman (2017) entitled “Classroom Management: Learners’ Motivation And Organize The Learning Environment Of Pai”. The study results show that management of classroom is the key to accomplishment and improving the quality of PAI learning in the class. Students are a potential class that can be employed throughout successful management of classroom. Teachers must have classroom management abilities in order to effectively enhance the PAI learning process in the class. A conducive, stimulating and motivating classroom situation can advance PAI learning motivations. As positive implications of efficient classroom management for PAI learning. The similarity that researcher describe is the application

of classroom management to the teaching and learning process. What makes Sulaiman's study different is the PAI subject, which in this study is English.

Fifth, research related to this study is a thesis from Gading Suswanto (2020) entitled “An Analysis of Classroom Management in English Teaching Learning Process at SMPN 19 Seluma in Academic Year 2019/2020”. This study was a qualitative descriptive approach. The research subject is English subject teachers. The research objective is to designate the classroom management applied by seventh grade teachers in teaching English and to describe the difficulties faced by tenth grade students in implementing classroom management. The similarity was qualitative research, classroom management, and the research objectives. The differences in the subject, object and research objectives.

Table 1.4
Previous Related Studies

Previous Related Studies	Similarities	Differences
Ika Ridayanti (2019)	<ul style="list-style-type: none"> • Qualitative research • Classroom Management 	<ul style="list-style-type: none"> • Subject • Object • Technique of Collecting the Data
Sulistiana (2022)	<ul style="list-style-type: none"> • Descriptive qualitative • Classroom Management • Subject 	<ul style="list-style-type: none"> • Object • Focus of the research

Yana Yopianti (2022)	<ul style="list-style-type: none"> • Purposive sampling • Classroom Management 	<ul style="list-style-type: none"> • Object of the research
Sulaiman: 2017	<ul style="list-style-type: none"> • Explains Classroom Management employed in the teaching and learning process 	<ul style="list-style-type: none"> • PAI subject
Gading Suswanto (2020)	<ul style="list-style-type: none"> • Qualitative research • Classroom Management • Objectives of the research 	<ul style="list-style-type: none"> • Subject • Object • Objectives of the research

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher employed qualitative descriptive research. Qualitative research is a discipline that involves exploring and learning about participants' experiences, thoughts, and perspectives. As stated by Suryana (2010:4), descriptive studies aim to create a systematic and, if necessary, description based mainly on the events that occurred on the scene. Nawawi (2000) believes that descriptive approaches are problem-solving procedures by explaining the state of the object or subject of study at a certain time based on visual facts. Qualitative research is a method of discovering information that allows individuals or groups to take ownership of a human or social problem. The procedures of research contains developing questions and approaches, data are often collected in the context of the participants, data analysis moves from specific to general topics, and the researcher offers understanding of the means of the data. The written final report has a flexible structure. Those involved in this investigation contributed to a view of research that respects the inductive style, a focus on individual means, and the significance of taking into account the complexity of a situation. Sugiono (2012) stated that qualitative research deals with textual content or the topic or object of study in a natural setting that produces descriptive data.

The researcher draw the conclusion that qualitative research is a form of inquiry that seeks to gather information by analyzing individuals or occurrences in their natural environment. Referring to the above explanation, this study uses qualitative research, the researcher becomes activist and the researcher changed into functions as an observer. Accordingly, in this study, the researcher expressed English teachers' classroom management practices for first grade students.

B. Research Setting

This study performed at SMK N 1 Juwiring. This school is located on Jl. Mrisen, Mrisen, Juwiring, Klaten city, Central Java. The time used for this research is from March – April 2023.

C. Research Subject and Informant

a. Research Subject

Arikunto (2006) state The research subject refers to the focal point or target of the researcher's investigation, centering around the topic or area under scrutiny. The subjects of this research are English teachers in the first grade of SMK N 1 Juwiring and the students in class in the first grade at AKL, DKV, and TJKT. Of the five departments at SMK N 1 Juwiring, researchers conducted research in three departments, namely AKL, DKV, and TJKT because these departments have various problems in the class. For example, disturbing friends when praying, not paying attention to the teacher when the teacher is explaining the material, calling friends by other names (not their real names), etc. Therefore, researchers conducted research in these three departments to find out how teachers manage classrooms with these various problems.

b. Informant

In descriptive qualitative research, individuals often termed as respondents are those who offer information for the research. The informants in this study are the English teachers from departments AKL, DKV, and TJKT of the first grade at SMK N 1 Juwiring. These English teachers will serve as the primary informants for the research through interviews.

D. Data and Source of the Data

To achieve accurate data, researchers pay attention to research procedures with the following steps:

- a. The researcher choose schools and research subjects.
- b. The researcher and the teacher went to the class to make observations during the teaching and learning process.
- c. The researcher will interview the teacher to understand their opinions about classroom management for students.
- d. Analyze data and interpret data

First, the researcher identifies the research problem. Here, the researcher observed classroom management carried out by the teacher for students.

Second, the researcher examines these documents. This means that the researcher has several basic theories correlated to their research. The main theory used by the author in this study is the theory of classroom management implemented by teachers towards students.

The third process of this study was identified as the research objective. The research objective is to discover answers to research problems posed by the researcher. The next process is data collection. The researcher collected data by observation, interviews, and documentation. The final procedure is the reporting

and evaluation of the study. After the research was carried out, the researcher then prepared a written report.

E. Techniques of Collecting the Data

The following stage in this study is to select the technique of data collection that may be applied. Consistent with Sugiyono, the technique of data collection is the major stage in the study, because the study aims to accumulate data. In this study, the author collected data applying the subsequent approach:

a. Observation

One of the kinds of statements that researchers use is participant observation. In keeping with Sarwono's (2006), observations it systematically recorded occasions, behaviors, visible objects, and anything else that needed research aid. In this study, the researcher did not teach students directly but only observed the teacher leading the class. The researcher will collect data and use an observation checklist while observing the teacher in a natural setting. The researcher observed the teacher to understand how the class was managed by the teacher to the students.

b. Interview

Interviewing is the process of bringing together people to discussion information and ideas through questions and answers, leading to shared communication and meaning approximately a specific topic. The researcher offers an interview to find out how the teacher manages the classroom in a phenomenon or situation that can be obtained through observation. Interviews were used to collect data from teachers as a support tool. The researcher asked teachers' opinions about students' classroom management. The meant of the

interview was to obtain deeper know-how from the teacher's opinion regarding classroom management for students.

c. Documentation

The documentation or record format under study encompasses written materials specifically within diverse activities. Documentation involves gathering, choosing, and processing original manuscripts or written data utilized as evidence or materials to bolster a narrative or argument. The examined manuscripts or written information (documents) in this research pertain to texts associated with the existing variable.

F. Research Instrument

In this study, the researcher is an important tool. Humanity as an instrument of naturalistic inquiry. Therefore, the researcher is the instrument in this study. Researchers used triangulation for data collection. The goal of process triangulation is no longer to determine the reality of a social phenomenon but to develop a comprehension of whatever is being studied. The method of triangulation includes observation and interviews. The explanation of these tools is as follows:

a. Observation

Observation is a data collection process where the researcher observes the state of the research. Observation is used to good effect in studies related to classroom management conducted by teachers with students. In this study, the researcher began data collection using an observation checklist while observing teachers in a natural setting.

The researcher noticed this at some point during the process of learning to speak. At this stage, researchers write, analyze, and draw conclusions about the research object

Table 1.5
Observation sheet

No	Items	Yes	No
1	The teacher checks the students' attendance list before starting the lesson		
2	The teacher collects the results of the students' work		
3	The teacher checks the result of students' work		
4	The teacher gives a score to the students' work		
5	The teacher writes the score of the students' work in individual or group		
6	The teacher distributes the tools and materials fairly		
7	The teacher gives information about the material that has to be done by the students		
8	The teacher asks the students work that must have been finished to be done		
9	The teacher gives the homework		
10	The teacher can work together and show friendship		

11	The teacher gives a warning to the students about the trouble that may happen in the classroom		
12	The teacher can share the attention toward the activity that is occurring at the same time		
13	The teacher asks the students to keep practicing, report, and give responses based on the activities given		
14	The teacher controls students who have problems and difficulties		
15	The teacher can give solutions to the problem that happens in the group		
16	The teacher handles the students' behavior and tries to find a solution		

b. Interview

Interviews are a definitive research technique aimed at finding out what people think or feel about something. As stated by Stainback in the e-book Sugiyono, the interview allows the writer to gain deeper expertise. The researcher offers an interview to gain about how the teacher manages the classroom in a phenomenon or situation that can be obtained through observation. An interview is a dialogue between people in which the interviewer gains insight through a statement.

In this study, interviews were applied to collect data for teachers as a support tool. The researcher asked the teacher about their opinions regarding

student classroom management. Additionally, this interview was intended to approximate the results of observations and collect additional data related to this study.

Table 1.6
Questions of Interview

No	Questions
1	How do you apply Classroom Management when teaching and learning in class?
2	What are the problems faced when implementing Classroom Management during the teaching and learning process?
3	How do you deal with these problems?
4	What do you do if there are students who disturb the teaching and learning process in the class?
5	How do you build communication between the teacher and students in the classroom?
6	What are the factors that influence Classroom Management during the learning process?

c. Documentation

Documentation constitutes a written or visual account of previous occurrences. These records can take the form of written texts, illustrations, or significant works created by individuals. In this study, the documents utilized include syllabus data, journals, attendance records of first-grade students at SMK N 1 Juwiring, and visual imagery like photographs.

G. Trustworthiness of the Data

In qualitative research, the researcher represents data as subjects in real life. The research of qualitative uses certain methods to maintain the validity of the data to draw more precise conclusions and make the data valid through triangulation. The validity of qualitative means the researcher has verified the accuracy of the results using confident techniques. The technique applied to increase the validity of data in qualitative research is triangulation. There are six types of triangulation as follows:

a. Triangulation of theory

In this type, data collection is carried out according to different theories or through analysis of similar data with dissimilar theories.

b. Triangulation of time

Time triangulation has forms, namely longitudinal and cross-sectional. In the longitudinal model, data collection is performed in the same group at dissimilar times, while in the cross-sectional model, data collection is performed out at the similar time with dissimilar groups.

c. Triangulation of place

In this type, it is used to collect more accurate data by using different locations for same data.

d. Researcher triangulation

In this type, used to collect the same data will most likely be done with the help of several people.

e. Triangulation of method

In this type, researchers use different methods to collect comparable data.

f. Triangulation of methodology

Data collection is obtained from the similar learning process with typical qualitative and quantitative approaches. Therefore, researchers collect every record from this method.

In this study, the researcher applied a triangulation approach. Of the six types of triangulation, researchers used two types of triangulation of their research.

1. Triangulation Method

The triangulation approach involved cross-referencing information or data obtained through various means. For this study, researchers employed interviews, observations, and documentation to ensure accuracy regarding the data collected at SMK N 1 Juwiring. The researcher conducted a validity test by verifying information from the same source but employing different methods.

2. Triangulation of Data Sources

In this scenario, the researcher investigated information using multiple approaches and data origins. Alongside interviews and observations, the study involved employing participants' observations, written documentation, and photographs. These diverse methods yield

varied data, offering distinct perspectives on the observed phenomena relevant to the research at SMK N 1 Juwiring. These varied viewpoints contribute to acquiring a more comprehensive understanding of the phenomenon in question, aiming to achieve a reliable truth.

H. Techniques of Analyzing the Data

Data analysis is the process of organizing data to achieve regularity in the form of research. In the phase with Huberman and Miles, there are currently three streams of activity: data reduction, data display, and conclusion or verification. Below are clear explanations of the data evaluation process for this study:

a. Data reduction

Data reduction is a method of choosing, concentrating, simplifying, summarizing, and remodeling data that appears in transcripts or field notes. As part of data reduction, data volumes must be prepared and significantly reconfigured or reduced. In this situation, the researcher chosen data obtained from teacher observations in classroom management and then interviewed the teacher.

b. Data display

Data display is the second aspect or level of Miles and Huberman's qualitative data analysis model. The display can be comprehensive textual content or charts, diagrams, graphs, matrices, or tables that provide new ways to organize thinking about large portions of data embedded in text. At this stage, higher material or principal categories may emerge from data beyond those first determined at a particular point in the preliminary data reduction process. Some data analysis activities performed using researchers in displaying data are:

1. Observing the teacher in managing the class.

In this step, the researcher observed teaching and the teacher in managing the class through observation sheet to recognize how the teacher manages the class to the students. By observing the class, the researcher understands how the teacher manages the class.

2. Interviewing the teacher

At this stage, the researcher interviews teachers to collect information related to classroom management. Through interviews with teachers, the researcher explained how teachers manage their classrooms. By displaying the data, the researcher drew conclusions so that you can answer all the research questions about this study.

- c. Drawing Conclusions or Verification

The final phase in data analysis is conclusion or verification. The conclusions drawn include going back step by step to examine the meaning of the data analyzed and evaluate their significance in relation to the questions posed. Verification is concerned with the formulation of conclusions and includes reviewing data as often as essential to cross-check or verify these new conclusion. Verification is a process of being able to describe the answers to research objectives and research questions. At this step, the researcher draws conclusions and verifies the answers to the research questions that have been completed by displaying information by contrasting observation data and interview data. For this reason, the researcher reached a conclusion about the classroom management carried out by the English teacher for first grade students at SMK N 1 Juwiring.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

The research findings entail a detailed depiction of the collected data, encompassing descriptions of the classroom management practices implemented by English teachers, along with the encountered challenges and the solutions they employed. The researcher conducted observations four times between November and December 2023. The following provides a breakdown of these observations:

1. Classroom Management Conducted by English Teacher at at the First grade students of SMK N 1 Juwiring in Academic Year 2023/2024

Using the observed data, the researcher categorized classroom management into five aspects: the physical layout of the classroom, relationships, rules and routines, engaging and motivating instructional methods, and discipline.

a. Physical Design of Classroom

The physical layout significantly influences the classroom atmosphere. One aspect, the seating arrangement, varies based on material and activities for the seventh-grade English teacher. At SMK N Juwiring, the first-grade English teacher typically utilizes two different seating arrangements in the classroom.

1) Orderly Rows

During the initial observation on November 17th, 2023, the teacher arranged the desks in orderly rows while explaining the material and facilitating pair work. This arrangement allowed the teacher a clear view of all students, and similarly, the students could easily see the teacher at the front of the class. This setup streamlined the teaching process, enabling the teacher to maintain eye contact with the students, thus facilitating interaction.

Table 1.7

Setting Arrangement (Orderly Rows)



2) Separate Table

During the second observation on November 20th, 2023, the teacher employed separate table when assigning students to form small groups.

This arrangement allowed students seated at individual tables in small groups, making it convenient for the teacher to oversee their work and assist them with any difficulties they encountered.

Table 1.8

Setting Arrangement (Separate Table)



3) Circle and Horseshoe

During the third observation on February 16th, 2024, the teacher used a horseshoe layout when the teacher wanted more intense interaction with students. Within a horseshoe setup, the teacher typically positions themselves at the open end, where the board, overhead projector, and computer might be located. However, in a circular arrangement, the teacher's placement, where the board is positioned, holds less dominance.

In addition, the horseshoe layout too very suitable to be applied for learning that concentrates on cognitive and affective achievements.

Table 1.9

Setting Arrangement (Circle and Horseshoe)



b. Relationship

Another aspect of classroom management involves fostering supportive relationships. When teachers establish positive connections with students, it enhances their willingness to adhere to rules and procedures, as well as accept disciplinary measures if rules are breached.

In the absence of strong relationships, students typically resist both rules and procedures, as well as the ensuing disciplinary actions.

Initially, fostering student-to-student relationships is crucial. Encouraging positive interactions among students primarily involves providing opportunities for them to engage and bond with their classmates.

During the observation in the DKV department on Friday, November 17th, 2023, the teacher employed team-building exercises that necessitated small groups to collaborate on assignments for successful completion. These activities fostered positive connections among students as they were required to cooperate in order to achieve success.

Secondly, nurturing the teacher-student relationship involves various methods to demonstrate care for students, encompassing both their academic progress and personal well-being.

Observations revealed that before commencing a lesson, the teacher frequently presented open-ended questions to students to enhance their speaking abilities. This method served as a means to encourage students to actively participate in discussions. During content delivery and explanation, the teacher typically utilized lecture or presentation techniques. Throughout the learning process, the teacher intermittently posed multiple questions to engage students and assess their comprehension. Additionally, the teacher allowed opportunities for students who needed clarification to ask questions.

c. Rules and Routines

The third element of classroom management involves establishing rules and routines that encompass various aspects of behavior, such as demonstrating respect (listening and treating others respectfully) and exhibiting diligence (putting in effort and being prepared for class daily). The teacher employs positive language while outlining general rules. Utilizing general rules offers the advantage of encompassing a broader spectrum of situations and behaviors within the classroom.

During the observation in the DKV department on Friday, November 17th, 2023, general rules were expressed using everyday language, encompassing various scenarios like “Be a good friend”, “Do your best”, and “Respect others”. In contrast, specific rules addressed particular situations, such as “No speaking” and “One person talking at a time”. Routines play a vital role in maintaining overall classroom organization. Within routines, two aspects exist: firstly, movement routines offer clear instructions for students on entering, exiting, and moving within the classroom.

During the observation in the DKV department on Monday, November 20th, 2023, it was noticed that students consistently seek the teacher's permission before leaving the classroom. For instance, when a student needs to use the restroom, they often say, “I asked permission to go to the toilet, sir”, before exiting the class. Moreover, when summoned to assemble in the yard, students also seek permission. Secondly, the lesson routine was structured to streamline recurring tasks within

instructional sessions, such as collecting papers, handling and grading homework, and outlining students' required materials for class.

d. Interesting and Motivating Instruction

The fourth aspect of classroom management, engaging instruction, revolves around employing teaching methods that enhance student motivation and enthusiasm for learning. To conduct successful lessons, teachers need a comprehensive grasp of the various administrative responsibilities they must manage before, during, and after class to deliver engaging and motivating lessons.

Firstly, preparing the required materials is essential. During the observation in the DKV department on Friday, November 17th, 2023, the teacher utilized a laptop and LCD projector to present the subject matter. Additionally, the teacher incorporated the blackboard into the lesson delivery, using it to explain concepts, provide instructions, and offer examples. Furthermore, the teacher employed both school-provided and self-created worksheets when assigning tasks to students. Textbooks and blackboards were also utilized by the teacher to convey the material.

During the second observation on Monday, November 20th, 2023, students engaged in various tools for role-playing activities. Secondly, ensuring students comprehend instructions is crucial. Based on observations, this can be achieved by prompting students to recap the activity after the teacher's instructions or by asking them to reiterate the lesson. Consequently, the teacher checks students' understanding after presenting the material, repeating it if necessary. The English teacher also encouraged students by praising them with “good” and giving a

hearty round of applause, aiming to stimulate greater engagement in learning.

e. Discipline

The fifth and final element of effective classroom management is maintaining discipline. In the DKV department, the English teacher typically defines discipline as both the prevention and response to behavioral issues. Based on the observation on Friday, November 17th, 2023, to enforce discipline, teachers often resort to issuing warnings or threats when students fail to pay attention to instructions. The teacher actively calls and approaches students who are not attentive or are disturbing others. Additionally, the teacher may instruct a student to bring their chair to sit at the front of the class next to the teacher's desk as a deterrent. Moreover, the teacher may ask the student to write *istighfar* 50 times as a corrective measure.

2. The problems faced and solution by the English teacher in managing a classroom at the First grade students of SMK N 1 Juwiring in Academic Year 2023/2024

According to the research findings, several issues arose during the implementation of classroom management. As revealed in the interview with the teacher at SMK N 1 Juwiring, four significant problems were identified: a lack of confidence, inadequate knowledge or unpreparedness regarding the material, a lack of student motivation, and student misbehavior.

a. Lack of Confidence

The first problem is lack of self-confidence, Based on observations in DKV departments on Monday, November 20th, 2023 at

11.00-11.45 and 12.15-13.00 with A Z, during the learning session, the teacher requested students to recap the prior day's lesson content. However, no student responded, resulting in a moment of silence in the class. Eventually, the teacher called upon a specific student to answer the question. This situation indicates that students in the DKV department struggle with self-confidence. Additionally, students appear hesitant to voluntarily participate before the teacher individually calls on them. The lack of self-assurance among students emerges as an obstacle in the teaching and learning process, signifying the need to enhance student readiness. The teacher explained

English Teacher: *“Throughout the teaching and learning process, I often prompt students to respond to questions based on the provided material. Although I encourage those who are prepared to answer, there are instances where no student volunteers. The classroom remains silent. I adopt various teaching methods for each class. Specifically, in the AKL class, I seldom need to call out students' names; instead, some students eagerly raise their hands or engage in friendly competition to answer questions, displaying immense enthusiasm for the English class. Additionally, I employ role-playing strategies to bolster student confidence and implement effective teaching techniques.”*

(Wednesday, December 6th, 2023 at Teacher's office)

The teacher consistently employs diverse methods to ensure an efficient teaching and learning experience, particularly with students in the AKL department. In this department, when the teacher does not directly approach a student's desk, they call upon the student by name to

answer a question. This practice indicates the readiness and confidence of AKL students during English lessons. The students' keen interest in learning English and the implementation of role-playing strategies contribute significantly to nurturing their self confidence.

b. Lack of teacher knowledge or unpreparedness of the materials

Another issue identified is the lack of material knowledge or unpreparedness, which was observed in the AKL department on Tuesday, November 21st, 2023, from 12:15 to 13:45 WIB with A Z. During this class observation, the teacher appeared perplexed while instructing. The teacher instructed students to work on worksheet questions without providing explanations. Once five questions were completed, the teacher and students reviewed and corrected the answers multiple times without delving into the material. Subsequently, the teacher directed students to write free-form essays to fill the remaining learning time. In an interview with the teacher, A Z., he acknowledged this observation.

English Teacher: *" Another issue regarding teachers is the lack of prepared learning materials. The deficiency in the learning process doesn't solely rest on students; it could also originate from the teacher. I have never arranged learning materials; eventually, when teaching, I solely relied on worksheets. Following this, I instructed students to write freely to avoid wasting time. Once completed, I requested students to submit their essays."* (Wednesday, December 6th, 2023 at Teacher's office)

In the teaching and learning process, the teacher is an important component. However, if the teacher lacks knowledge or material unpreparedness, it can hinder the learning process. Everything that is needed in the teaching and learning process must be prepared as much as possible and the teacher must also be able to manage the class.

c. Lack of motivation

The third issue identified is a lack of motivation, observed in the TJKT departments on Thursday, November 23rd, 2023, during sessions from 12:15-13:00 and 13:00-13:45 with A Z. During the lesson delivery, some students appeared disruptive, engaging in chatter with their peers and displaying restlessness. It was evident that students were disinterested in the material being presented. The teacher addressed the disruptive behavior among some students, recognizing their lack of engagement. To improve the situation, the teacher initiated a game related to the lesson content. The teacher played an English song and instructed students to transcribe what they heard. This activity fostered a conducive classroom atmosphere, capturing the students' attention and engagement as they listened to music while transcribing the lyrics. According to the teacher's interview...,

English Teacher: " *Some students show disinterest in learning English. Occasionally, I incorporate multimedia into the lessons, such as playing English songs or movie clips, which students enjoy. I often ask them to transcribe what they hear, which not only brings joy but also enhances their vocabulary. However, I noticed that excessive reliance*

on multimedia led to students focusing solely on the screen, neglecting my instructions. Consequently, I've minimized the use of multimedia in class.”. (Wednesday, December 6th, 2023 at Teacher’s office)

In this case, teachers must be able to collaborate between the use of media and non-media to create a more enjoyable learning atmosphere such as watching films, listening to English songs, etc. Apart from that, teachers must also be sensitive to class conditions and limit media use if they feel that the student has started to ignore the teacher in front of the class.

d. Student misbehavior

The last problem is student delinquency. According to the teacher's interview with A Z, S.Pd,

English Teacher: *“Typically, the issue arises when I'm explaining or speaking in class, and some students tend to engage in private conversations. At times, when I become really frustrated, I call them out and reprimand them. If that doesn't work, I relocate their seat closer to me. Subsequently, students tend to focus more because there are no friends nearby to chat with.”*. (Wednesday, December 6th, 2023 at Teacher’s office)

Students often engage in conversations with their peers while the teacher is delivering the material, causing disruption to the teaching and learning process. This lack of attention from the students towards the teacher affects the effectiveness of the learning activities.

During the observation in the DKV departments on Friday, September 17th, 2023, from 12:15-13:45 with A Z, while the teacher was

imparting the lesson, students engaged in conversations among themselves, disturbing their peers who were trying to pay attention. As the teacher felt disregarded, the explanation was paused, and attention was directed towards the chatting students. However, despite being reprimanded, the students persisted in their conversation. Subsequently, the teacher requested a disruptive student to relocate their seat to the front of the class. This tactic effectively redirected the student's focus to the lesson as they no longer had peers to chat with.

This signifies the importance of respecting the teacher when they address the class. When students engage in chatting during teaching and learning activities, the teacher issues warnings to prevent disruptions to the educational process.

B. The Research Discussion

1. Classroom Management Conducted by English Teacher at the First grade students of SMK N 1 Juwiring in Academic Year 2023/2024

In this part the researcher discussed the Classroom Management Conducted by English Teacher at the First grade students of SMK N 1 Juwiring. The researcher organized classroom management into five distinct facets: the physical classroom design, establishment of rules and routines, fostering relationships, creating engaging and motivating instructional methods, and maintaining discipline.

a. Physical Design of Classroom

The initial aspect of classroom management pertains to the physical layout of the classroom. As mentioned by Garret (2014:13), the physical arrangement of a classroom significantly influences the time

teachers spend organizing students, managing their behavior, and ensuring a conducive learning environment. In one observation of a first grade class, the teacher employed diverse seating arrangements based on the specific activities conducted. For instance, when delivering material using the board, the teacher arranged desks in orderly rows. Fauziati (2015:83) emphasizes that such arrangements hinge on factors like class size, the number of students, the furniture available, teaching objectives, and the nature of activities to be undertaken within the classroom.

Harmer (2007:41) also stated that organizing desks into orderly rows typically indicates the teacher addressing the entire class collectively. However, in the first observation, the teacher altered the seating arrangement, placing students in rows when assigning group work. This practice aligns with Harmer's theory advocating separate tables as beneficial for collaborative group tasks. Grouping desks separately facilitates communication among students within the group, enabling visibility and discussion among all members. Consequently, in the second observation, the teacher instructed students to form pairs for group activities.

Harmer (2007:42) stated that even when seated in orderly rows, students can engage in pair or group work by collaborating with those adjacent to them, in front of them, or behind them. This seating arrangement doesn't restrict their ability to interact and work together during collaborative tasks. Garret (2014:16) also stated that the benefit of employing orderly rows is the ease it provides for the teacher to

navigate around the classroom and communicate with individuals or pairs of students. Hence, the teacher opted to arrange the students' seating in orderly rows for these advantages.

Orderly rows, students can work with people next to them or in front of them or behind them. Garret (2014:16) also stated that the advantage of utilizing orderly rows lies in the facilitation of the teacher's movement and interaction with individual students or pairs. Hence, the teacher chose to arrange the students' seating in orderly rows to enable this ease of communication and movement.

However, in the final observation, the teacher opted for arranging the seats in orderly rows. This action illustrates that the first-grade teacher adapts the seating arrangements based on diverse lesson activities and in accordance with the subject material..

b. Relationship

The second component of classroom management is developing caring relationships. According to Garret (2014:45), The significance of fostering supportive relationships is frequently underestimated in discussions regarding classroom management. When teachers establish positive relationships with students, they are more inclined to embrace the rules and procedures, as well as the consequent disciplinary measures in case of violations. In the absence of a strong relational foundation, students typically oppose rules, procedures, and the ensuing disciplinary actions. The research findings highlighted two distinct types of relationships.

1) Relationships among students.

Garret (2014:50) stated that the interactions between students within a classroom significantly influence classroom management. Encouraging positive interpersonal bonds among students involves creating opportunities for them to establish connections with their peers. The research highlighted the teacher's utilization of team-building exercises where small groups collaborate to achieve a common goal. Such activities foster positive connections among students as they must collaborate to achieve success together.

To encourage the interaction between students, the teacher arranged the students to work in group or practice in pairs. It is support the theory of Scrinever (2005:67) stated that teachers ought to promote interaction not just between themselves and the students or among the students and teacher, but also among the students themselves. Harmer (2008:24) also emphasizes the importance of teachers being adaptable, employing various class configurations to suit different activities.

Conversely, the dynamics within the first-grade teaching and learning process predominantly revolved around interactions between students and teachers, as well as from teachers to students. The teacher primarily conducted learning activities using lecture-style

methods, believing that lecturing is an effective means of delivering the material, particularly within the DKV departments.. It was also stated by Haddad (2006: 77) stated that Lecture-based instruction stands as one of the oldest and frequently employed teaching methodologies, notably favored for larger class sizes.

2) Teacher–Student Relationships

Before the lesson started the teacher often gives open-ended question for the students. This activity is aimed to increase the students talk. Ur (1991:82) stated that Open-ended prompts offer chances for responses across different levels, serving as a method to encourage student participation in discussions. When delivering lessons, the teacher opts for the lecturing or presentation approach. Within the class, the teacher occasionally posed questions to engage the students and gauge their comprehension. Moreover, the teacher facilitated opportunities for students struggling with the material to seek clarification by asking questions.

c. Rules and Routines

A clear and prominent element of successful classroom management entails creating and applying classroom regulations and procedures (Marzano, 2003:13). According to Garret (2014:29) Classroom rules typically cover general behavior guidelines, while routines offer specific instructions for particular tasks, outlining how

these tasks should be completed rather than aiming to deter specific behaviors.

The teacher used positive language to create rules. According to Garret (2014:30), Using positive language in rules tends to create a more positive classroom atmosphere by highlighting positive conduct. The teacher employed two types of rules: those with general wording that applied broadly to various situations like “Be a good friend”, “Do your best”, and “Respect others”, and specific rules targeting particular situations such as “No talking” or “One person speaks at a time”.

Routines are essential for the overall fluidity of the classroom. According to Garret (2014:34), in most classrooms, establishing various essential routines is crucial, requiring teachers to determine these procedures. From the findings, there were primarily two types of routines. Firstly, movement routines provide clear steps for students when entering, exiting, or moving around the classroom. For instance, students consistently seek permission from the teacher before leaving the classroom, with phrases like "I asked permission to go to the toilet, miss." Additionally, when students are called to gather in the yard, they also request permission. Secondly, lesson-running routines are designed to streamline recurring tasks during instructional lessons, including managing paper collection, homework submission and correction, and specifying what students need to bring to class..

d. Interesting and Motivating Instruction

The fourth aspect of effective classroom management revolves around engaging instruction, which entails employing teaching methods

and strategies to heighten students' motivation and enthusiasm for learning. According to Garret (2014:63) The more captivating and involving the instruction, the fewer behavioral problems typically surface, as students are actively participating, intrigued, and driven by the lesson. Engaging and motivating instruction significantly reduces the likelihood of behavior issues arising. To smoothly conduct a lesson, teachers must thoroughly grasp the managerial responsibilities they need to manage before, during, and after the lesson to deliver an engaging and motivating learning experience.

1) Plan for the necessary materials

Garret (2014:64) stated that the most effective lessons incorporate a diverse range of materials. According to observations, the teacher employed various tools such as a laptop, speakers for games, and a whiteboard for material presentations. The whiteboard was used to explain concepts, provide instructions, and illustrate examples. This method aligns with Garret's notion that boards offer visual reinforcement alongside auditory information. Additionally, the teacher utilized both school-provided and self-created worksheets for student tasks. Textbooks and the whiteboard were also utilized to convey lesson material. In the second observation, students used various props for role-playing activities. Overall, the teacher adapted different aids and

tools to suit different instructional activities during the teaching and learning process..

2) Giving Instruction

When gave instructions, it was important for the students to check that the students have understood what the students were being asked to do. According to Harmer (2007:38), There there are two fundamental guidelines for issuing instructions: they should remain as straightforward as possible and maintain logical coherence. As per the findings, this can be accomplished by either requesting a student to explain the activity post-instruction or having someone demonstrate the exercise to the rest of the class. Consequently, the teacher would engage with the students after explaining the material. In cases where students didn't grasp the concept, the teacher would reiterate the explanation. Additionally, the English teacher used positive reinforcement by commending with phrases like "good" and offering significant applause. The intention behind this was to motivate students and encourage their increased participation in the learning process.

e. Discipline

The fifth and ultimate aspect of successful classroom management involved discipline, encompassing both the prevention and handling of behavioral issues. According to the findings, the teacher

typically resorted to warnings or admonishments in situations where students failed to adhere to the teacher's instructions. The teacher would approach and even call out students who were not focusing on the lesson or were disrupting others. This finding support by Larson's theory (1992:92) stated that When a student disrupts the class, initially attempt to gain their attention by making direct eye contact or moving closer to the student. It is also mentioned by Haddad (2006:43) stated that to manage student behavior, the teacher opted to stay nearby instead of keeping a distance. When students left the class without permission, she warned of dismissing them. Additionally, the teacher penalized those not attentive in class by indicating a reduction in their scores. Overall, it appears the teacher made efforts to address disruptive student behavior.

2. The problems faced and solution by the English teacher in managing a classroom at the Fisrt grade students of SMK N 1 Juwiring in Academic Year 2023/2024

According to the research findings, implementing classroom management strategies revealed several challenges. Based on interviews and observations with the teacher at SMK N 1 Juwiring, four main problems were identified: insufficient confidence, unpreparedness or lack of knowledge regarding teaching material, a lack of student motivation, and student misbehavior.

- a. Lack of confidence

During the learning process, students encounter various challenges, including a deficit in self-assurance. This deficiency in confidence entails an inability to offer positive self-evaluations within

situations and environments. Moreover, individuals experiencing low confidence tend to harbor negative thoughts, perceiving themselves as less competent.

According to the findings, numerous students experienced this situation. Some individuals encountered challenges in voicing their opinions unless directly addressed by the teacher. Hence, it's essential for educators to employ effective teaching methodologies to bolster self-assurance. One strategy involves the teacher calling on students individually, prompting immediate participation and completion of assignments. Furthermore, employing role-playing techniques proves beneficial in nurturing students' self-confidence, as it serves as an enjoyable activity while assisting children in overcoming their apprehensions.

b. Lack of knowledge or unprepared material

Educators might encounter difficulties when instructing subjects in which they possess limited expertise (Tavakoli, Nasri, & Rezazadeh, 2013). Within the teaching and learning process, the teacher plays a crucial role. Nonetheless, insufficient knowledge or unpreparedness regarding the subject matter can impede the effectiveness of the teaching and learning experience..

As per the discoveries, there are instances where teachers overlook the preparation of learning materials, resulting in a somewhat disorganized class management during the learning process. In response, the teacher might resort to having students write freely to avoid wasting

time. It's essential for teachers to prepare instructional materials beforehand to ensure the effectiveness of the learning process.

c. Lack of motivation

A lack of motivation among students can pose significant challenges. This lack of motivation may stem from a fear of failure. Motivation plays a crucial role in the learning process as it stimulates, propels, and guides students throughout their educational journey. Students are motivated through various means, particularly when it comes to gaining knowledge and excelling academically.

According to the research results, employing educational tools like laptops, projectors, and similar media fosters students' enthusiasm in the learning process. Students exhibit strong motivation to learn English when engaged with songs and English-language videos.

d. Students misbehavior

The last problem in classroom management strategies is Student misbehavior. Garret (2014: 84) The teacher approaches the misbehaving student, which often deters further misbehavior. When the teacher stands near the disruptive student, it signifies respect towards the teacher when speaking in class. Typically, students engage in side conversations when the teacher is speaking, disrupting the learning process. As a result, the teacher intervenes by approaching the disruptive students.

Based on findings the teacher never let the students to disturbed teaching learning process. The students usually talked to their friend when the teachers tell the material. The teacher warns the

students when they were disturb the teaching learning process by moving students' seat.

CHAPTER V

CONCLUSION

A. Conclusion

In this section, the researcher draws conclusions from the research findings and discussions. Several key points emerge from this analysis. Classroom management by the English teacher in the first grade at SMK N 1 Juwiring encompasses five aspects. Within the physical classroom design, there exist two primary components. The teacher employs two distinct seating arrangements: orderly rows during material presentation and separate tables when students work in groups. This illustrates how the first-grade teacher organizes seating based on various learning activities and the specific subject matter being taught.

When implementing rules, the teacher adopts a positive language approach, utilizing both general and specific wording in rule enforcement. Regarding execution routines, two types were observed: movement routines that outline entering and exiting class, and lesson execution routines that streamline regular tasks during lessons. Relationships in the classroom come in two forms. First, among students, the teacher fosters teamwork through activities requiring collaborative completion of assignments. Second, concerning teacher-student relationships, the teacher initiates lessons with open-ended questions to enhance students' speaking skills and boost their self-confidence.

To engage and inspire learning, the teacher utilizes various materials like a laptop, LCD, and blackboard while presenting the subject matter. After delivering the

material, the teacher asks students for feedback and repeats the explanation if needed. To encourage participation, the teacher rewards students with positive affirmations like “good” and offers a big round of applause.

To create discipline, teachers tend to give threats or warnings if there are students who don't pay attention to the teacher. The teacher stops helping students who are not paying attention to the lesson or students who disturb other students.

The English teacher faced several challenges in managing the classroom for first-grade students. One challenge involved students lacking confidence, finding it hard to express themselves unless directly addressed. To address this, the teacher employed role-playing strategies to boost self-confidence and actively called on students by name to participate. Additionally, the teacher encountered issues related to lack of preparedness with teaching materials, leading to confusion during class. To mitigate this, the teacher encouraged students to write freely to prevent wasting time. Lack of motivation among students, largely due to the fear of failure, also posed a significant issue. However, the teacher successfully sparked enthusiasm in students using learning tools like laptops and LCDs. Furthermore, disruptive behavior, where students conversed with peers during lessons, prompted the teacher to caution students and address disruptions by adjusting their seating arrangements.

B. Suggestion

1. For Teacher

The researcher suggests that in the future, there's a need for continual improvement in the classroom management strategies employed by the English teacher. However, it's acknowledged that in implementing these improvements, various obstacles and challenges will inevitably be encountered.

2. For Students

It is anticipated that this will enhance each student's awareness, enabling them to actively and accurately engage with the teacher's guidance or instructions. As responsible students, they are expected to share responsibilities and take an active role, contributing to the effectiveness of the educational process as intended.

3. For Readers

I hope this research proves to be beneficial and serves as a reference for readers interested in a similar topic. It's encouraged for readers to explore additional sources and references regarding educational infrastructure and the effectiveness of the learning process. This will contribute to refining and enriching the research findings for a more comprehensive understanding.

4. For Researchers

This research can be seen as a source of inspiration for organizing beneficial educational activities. The researcher acknowledges that this study isn't flawless. Hence, there's a need for improvements to be made in future research endeavors to attain more refined and perfect outcomes.

REFERENCES

- Agbaria, Q. (2021). Classroom Management Skills among Kindergarten Teachers as related to Emotional Intelligence and Self-Efficacy. *International Journal of Instruction*, 1021.
- Arikunto, S. (1992). *Pengelolaan kelas dan siswa : sebuah pendekatan evaluatif / Suharsimi Arikunto*. Jakarta: Rajawali.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan*. Jakarta: Rineka Cipta.
- Bugis, R., Tuharea, M. S., & Akhmad, Z. (2021). Exploring EFL Teachers' Classroom Management Approaches and Students Responses to Male and Female Teachers. *AL-lisan: Jurnal Bahasa (e-Journal)*, 112-113.
- Burden, P. R. (2010). *Powerful Classroom Management Strategies: Motivating Students to Learn 1st Edition*. United Kingdom: Corwin Press, Inc.
- Creswell, J. W. (2007). *Qualitative Inquiry Research Design Choosing among Five Approaches*. London: SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: SAGE Publications.
- Djamarah, S. B., & Zain, A. (2002). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Effendi, T., Suyudi, I., & Ali, A. J. (2021). EFL Vision Impaired Teacher's Classroom Management in the Ryes of His Sighted Teenaged Students. *TESOL International Journal*, 76-78.
- Eliyana. (1998). *Educational Research, Seventh Edition*. Oregon: University of Oregon.
- Esterberg, K. G. (2002). *Qualitative Methods in Social Research*. New York: Mc.Graw Hill.

- Fauziati, E. (2015). *Teaching English as a Foreign Language*. Surakarta: Era Pustaka Utama.
- Garret, T. (2014). *Effective of Classroom Management*. Columbia University: Teacher College.
- Gultom, E., & Saun, S. (2016). THE ROLE OF CLASSROOM MANAGEMENT IN CREATING AN EFFECTIVE ENGLISH LEARNING. *Journal of English Language Teaching*, 19.
- Harmer, J. (2007). *How To Teach English. New edition*. England: Longman.
- Harmer, J. (2008). *How To Teach English. New edition*. England: Longman.
- Harmer, J. (2014). *How To Teach English. New Edition*. England: Longman.
- Huberman, M. B. (1994). *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.
- Kholilah, D. (2020). CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE SEVENTH GRADE STUDENTS OF MTSN II SURAKARTA IN ACADEMIC YEAR 2019/2020. *eprints.iain-surakarta*, 1-5.
- Larson, M. J. (1992). *Teaching English As A Foreign Language To Large Multilevel Classes*. USA: Peace Corps.
- Mack, N. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*. New York: Asaid.
- Marzano, R. J. (2017). *Classroom Management That Works*. Virginia US: ASCD.
- McMillan, J. H., & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. New York: Longman.

- Mudianingrum, R. A., Evenddy, S. S., & Rima, R. (2019). AN ANALYSIS OF TEACHERS' CLASSROOM MANAGEMENT IN TEACHING ENGLISH. *JEES: Journal of English Education Studies*, 4-5.
- NURHIJAH. (2019). CLASSROOM MANAGEMENT USED BY ENGLISH TEACHERS' IN TEACHING ENGLISH AT SMA N 1 BANTAENG (A Descriptive Research). *digilibadmin.unismuh*, 7-8.
- RIDAYANTI, I. (2019). THE INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT TO THE STUDENTS' ENGLISH ACHIEVEMENT. *digilibadmin.unismuh*, 46.
- Sarwono, J. (2006). *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu.
- Scrivener, J. (2012). *Classroom Management Techniques*. New York: Cambridge University Press.
- Siregar, M. (2020). Classroom Management of Senior and Yunion English Teachers in Medan. *Britain International of Humanities and Social Sciences (BIOHS) Journal*, 626-627.
- Sugiyono. (2012). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D*. Bandung: Alfabeta.
- Sulistiana. (2022). THE INFLUENCE OF CLASSROOM MANAGEMENT ON STUDENTS' ENGLISH ACHIEVEMENT AT SMA NEGERI 3 LUWU. *digilibadmin.unismuh*, 72.
- SUSWANTO, G. (2021). AN ANALYSIS OF CLASSROOM MANAGEMENT IN ENGLISH TEACHING LEARNING PROCESS AT SMPN 19 SELUMA IN ACADEMIC YEAR 2019/2020. *repository.iainbengklu*, 78.

- Tavakoli, M., Nasri, & Rezazadeh, N. (2013). *English for Specific Purposes World*. Russia: English Language Teaching Contacts Scheme and British Council.
- Yopianti, Y. (2022). Classroom Management Practices: Two EFL Teachers' Perceptions on Classroom Management Practices. *dspace.uui*, 37.

APPENDICES

APPENDIX 1

FIELD NOTE RESULT

FIELD NOTE 1

Code : FR/11

Day / Date : Friday, November 17th 2023

Time : 12.15 – 13.45

Place : DKV

The first observation was carried out on Friday, November 17th 2023 at 12.15 – 13.45 WIB. The teacher enters the class at around 08.50, followed by the researcher and the teacher greeting students by saying “Assalamu'alaikum” Good Morning students. Students respond by answering the greeting. Once opened, the teacher checks the student attendance list and asks about previous meeting activities. In checking teacher attendance, the teacher does not check names one by one because calling 29 students takes a lot of time. The teacher asked, “Is anyone absent today? Who is she?”. Based on the attendance list, most of the DKV department students are always diligent in attending meetings. Almost all of them did not attend without any reason, except for illness or whatever agenda was stated on the permit. The teacher introduces the researcher and what the teacher will do in the classroom by mixing the language between Indonesian and English. Then, the teacher asks, “Do you have homework or assignments? What material did we cover last week?”. By asking these questions students will remember and review previous lessons that have been studied because the material is always related to other materials. In this meeting, the material is telling time. At the previous meeting, the teacher explained the clock and then how to read the clock. The teacher explains the material using LCD media and uses a wall clock to make it easier for students to understand it. The teacher also uses a blackboard in his explanation. In a classroom physical design setting or seating arrangement. In the seating arrangement, the teacher uses orderly rows when explaining the material. besides that, it also facilitates teaching and learning activities. During class begin, one of the students is allowed to go to the toilet, “I ask permission to go to the toilet, sir”. then the teacher allowed it. The teacher implements that if students are going to leave the lesson they must first get permission. After the teacher has finished explaining, students are asked to

do worksheets. when the teacher was explaining there was one student who was rowdy and instead invited his friend to chat and his voice really disturbed his other friends. Because the teacher feels no longer being paid attention to, the teacher stops to explain the material and then summarizes the students. But the student didn't feel it and continued the conversation. Finally, the teacher immediately rebuked him. The student was silent. After a while, the teacher explained again. The student became noisy again, finally, the teacher asked that his chair be moved to the front of the class besides the teacher's desk. and teachers continue learning. After learning is complete, the teacher reviews the material. The teacher wants students to study the material and conduct individual evaluations at home. The teacher provides advice to students. the teacher says "Be a good friend", "Do your best", and "Respect others". So that students can not talk to themselves during lessons and suggestions about what can improve their abilities. The teacher also motivates students so that their students are always excited. Then, the teacher closed the lesson by thanking the students for their attention and saying "Wassalamu'alaikum wr.wb".

FIELD NOTE 2

Code : FR/12

Day / Date : Thursday, November 23rd 2023

Time : 12.15 – 13.45

Place : TJKT

The second observation was carried out on Thursday, November 23rd 2023. After the bell rang at 12.15 – 13.45 WIB, the teacher left for the classroom. The students are ready in their seats and the teacher begins the lesson by greeting. No students were absent. After opening the class, the teacher asks about the homework that was given last week, the material is the clock, “Do you have homework? Come on who wants to work on it later? Teachers give more value”. After that many children raised their hands and the teacher chose 5 students to come to the front of the class because the homework is given only consisted of 5 questions. While waiting for the students to come to the front of the class the teacher reminded all students that next week there would be an independent test and all students were asked to study and do it seriously so that their grades are good. After all, the students face the teacher with the students correcting the answers the students are working on. The teacher says “if there is a wrong answer then write down the correct answer for the subject matter”. After finishing the teacher continues the next material. The material that will be discussed today is objects around me (objects around the school and home), the teacher asks students to open textbooks with new material themes. The teacher explains the meaning of the material then gives an example. when explaining the material some students looked rowdy and did not pay attention to the teacher's explanation. immediately admonished him and advised the student. It seems the students are bored with the teacher's explanation. Because on that day the lights went out and the teacher didn't bring the LCD media as usual. Then the teacher took the initiative to make a game so that students didn't feel bored. The teacher also sings English songs and asks students to write what they are listening to. The classroom atmosphere is conducive and students pay attention to the teacher's direction. Students listen to songs sung by the teacher and while writing what students are listening to. After class hours are over the teacher closes the class and prays together and says hamdallah.

FIELD NOTE 3

Code : FR / 13

Day / Date : Monday, November 20th 2023

Time : 11.00 – 11.45 and 12.15 – 13.00

Place : DKV

The third observation was carried out on Monday, November 20th 2023, at 11.00 – 11.45 and 12.15 – 13.00. The teacher enters the class at around 08.50. as usual, the teacher opened the class and then took the students off. then the teacher prepares the material that will be given to the students. After opening the class, the teacher asks, “What material did we cover last week?”. By asking these questions students will remember and review previous lessons that have been studied because the material is always related to other material. Then the teacher asks the students to answer. But none of the students wanted to answer it. Then the teacher called one of the students named Arifin. then Arifin answers as best he can and if something goes wrong the teacher explains it again and also rewards him by saying “good”. after that the teacher continued the material. In this meeting, the material was Things Around Me. At the previous meeting, the teacher explained about examples of objects around me. First, the teacher encourages students to review and remember their opinions up to the last material. After that, the teacher explained about examples of objects around me. after that, the teacher opens the PowerPoint slide and shows examples of objects around it. use pictures so that students better understand and remember them. after that the teacher instructs the students to read the slides shown. after finishing, students are asked to make groups of 4-5 students. Here the seating arrangement for the teacher uses a separate table when forming groups. Then each group was given several pictures and students were asked to find English from the picture. Each student is required to bring a dictionary. Then the traveling teacher to monitor student assignments. After finishing each group to read the results and the other groups to write them down. After class ends. The teacher closes today's lesson, and also provides comments on student performance and any suggestions that need to be improved. The teacher also motivates students. Then the students clapped their hands. The teacher continued, “Do your best, be strong”. Continuing to learn English is the ‘key’, the key to all subjects. Because English skills are always used. Do your best, wake up! Thank you very much and I love you. The students replied, “I love you too”. The teacher says hamdallah and greetings.

FIELD NOTE 4

Code : FR/14

Day / Date : Tuesday, November 21st 2023

Time : 12.15 – 13.45

Place : AKL

The fourth observation was conducted on Tuesday, November 21st 2023 at 12.15 – 13.45 WIB. The teacher enters the class at 12.15, followed by researchers and teachers greeting students by saying “Assalamu'alaikum” Good Afternoon students. Students respond by answering the greeting. Once opened, the teacher checks the student attendance list and asks about previous meeting activities. In checking attendance, the teacher does not check names one by one because calling 26 students takes a lot of time. The teacher asked, “Is anyone absent today? Who is she?”. Based on the attendance list, most of the students in AKL departments always attend meetings diligently. Almost all of them did not attend without any reason, except for illness or whatever agenda was stated on the permit. The teacher introduces the researcher and what the Teacher will do in the classroom by mixing the language between Indonesian and English. On that day, it turned out that the teacher forgot to prepare the material for teaching. The teacher looks confused while teaching. Then ask students to open their worksheets and ask students to do the questions. There are 5 questions and the teacher does not explain it first. After 5 questions are completed, the teacher and students correct the results of the student assignments. And this is done without any explanation of the material. After that, the teacher asks students to make free essays so that their learning time is not wasted. After class, hours are over the teacher orders the essays to be collected. Then the teacher closes the lesson by giving thanks for the attention of the students and saying “Wassalamu'alaikum wr.wb”.

APPENDIX 2

INTERVIEW GUIDE

1. Bagaimana Anda menerapkan Pengelolaan Kelas saat proses belajar mengajar di kelas?
2. Masalah apa yang dihadapi saat menerapkan Manajemen Kelas selama proses belajar mengajar?
3. Bagaimana Anda menangani masalah ini?
4. Apa yang Anda lakukan jika ada siswa yang mengganggu proses belajar mengajar di kelas?
5. Bagaimana Anda membangun komunikasi antara guru dan siswa di kelas?
6. Apa saja faktor yang mempengaruhi pengelolaan kelas selama proses pembelajaran?

APPENDIX 3

TRANSCRIPTION OF INTERVIEW

Date : Wednesday, December 6th 2023

Resources : Abdul Aziz, S.Pd

Interviewer : Fina Rahmawati

Place : Teacher's office

This meeting between the reseacher and the english teacher, his name is Abdul Aziz. The dialogue can be seen in the following text :

The Researcher: Assalamua'alaikum Wr.Wb pak.

The Teacher: Wa'alaikumsalam Wr.Wb

The Researcher: Selamat pagi pak. Sebelumnya mohon maaf mengganggu waktunya. Saya Fina Rahmawati mahasiswa UIN Raden Mas Said Surakarta yang ingin melakukan penelitian dan wawancara dengan bapak. Ijin konfirmasi pak, bahwasanya saya alumni di SMK N 1 Juwiring angkatan 2020 proli Akuntansi

The Teacher: Mbak fina yang bulan maret lalu melakukan observasi guna pengajuan proposal disini ya?

The Researcher : Iya pak. Mohon ijin bapak, keperluan saya disekolah ini yaitu melanjutkan penelitian saya guna penyelesaian skripsi serta wawancara dengan bapak selaku guru Bahasa Inggris sekaligus pengganti dari Ibu Erna yang kebetulan beliau sudah di mutasi ke sekolah lain.

The Teacher : Mbak fina alumni stuwika ya?

The Researcher: Betul pak. Ijin konfirmasi lebih lanjut pak, saya alumni stuwika angkatan 2020 proli Akuntansi dan Keuangan Lembaga

The Teacher: Bagus mbak. Segera selesaikan skripsimu ya mbak.

The Researcher: Iya pak. Ijin pak, saya kemarin sudah janji dengan bapak melalui SMS guna wawancara terkait kondisi kelas yang bapak ampu.

The Teacher: Oalah silakan mbak. Kebetulan hari ini saya longgar mbak, silakan mau tanya apa?

The Researcher: Yang pertama saya mau menanyakan bagaimana bapak menerapkan manajemen kelas saat proses mengajar di kelas?

The Teacher : Saya kira hampir sama dengan apa yang telah diterapkan bu Erna sebelumnya mbak, kalau datang kita salam habis itu kita conversation sebentar, greeting tanya kabar, kemudian mengabsen siswa, setelah itu baru kita mulai pembelajaran, kita mulai dengan review pembelajaran minggu lalu sekitar 5 menit, kalau tidak ada masalah atau bahkan mereka masih ingat yaudah kita lanjut materi hari ini gitu mbak.

The Researcher: Bagaimana Bapak menerapkan manajemen kelas saat proses belajar mengajar?

The Teacher: Kalau manajemen kelas itu yang pertama ya penguasaan kelas itu sendiri mbak. Dalam arti menguasai anak didik dulu, kemudian yang kedua adalah penguasaan materi dan yang ketiga adalah metode dan komunikasi. Itu yang paling penting.

The Researcher: Dalam pelaksanaan classroom manajemen tentu saja ada beberapa cara yang digunakan agar proses kegiatan belajar mengajar berjalan dengan efektif, apakah ada cara-cara tertentu pak?

The Teacher: Cara yang pertama yaitu desain fisik ruang kelas atau penataan tempat duduk. dalam pengaturan penataan tempat duduk biasanya saya berbeda-beda mbak. Tergantung materi dan kegiatannya. Saya menggunakan tiga cara pengaturan tempat duduk di kelas. Pertama, saya menggunakan meja terpisah saat membuat kelompok, supaya saya lebih mudah memantau siswa. Yang kedua saya menggunakan orderly rows atau barisan teratur ketika menjelaskan materi. Selain itu juga memudahkan kegiatan belajar mengajar. Dan yang ketiga saya menggunakan circles and horsehoes seperti yang mbak lihat tadi ketika saya mengampu di kelas DKV.

The Researcher: Selanjutnya, masalah-masalah yang mengganggu saat menerapkan manajemen kelas tersebut saat proses belajar mengajar pak?

The Teacher: Untuk siswa kelas 10 biasanya ya rame mbak. Ngobrol sama temannya. Tidak memperhatikan pada saat dijelaskan. Ya seperti itu mbak.

The Researcher: Lalu bagaimana cara bapak untuk menghadapi masalah – masalah yang dihadapi tersebut?

The Teacher: Biasanya kalo saya ya ditegur 1 kali kalo masih rame lagi. Saya marahi mbak. Lalu kursinya saya taruh disamping meja saya biar memperhatikan lagi.

The Researcher: Selanjutnya apakah yang bapak lakukan jika ada siswa yang mengganggu proses belajar mengajar dikelas?

The Teacher: Seperti yang saya jabarkan tadi mbak. Yang pertama saya lakukan adalah dengan menegur, kalau sudah kebangetan saya pindahkan tempat duduknya itu mbak.

The Researcher: kemudian bagaimana cara bapak membangun komunikasi antara guru dengan siswa di dalam kelas?

The Teacher: Kalau saya biasanya menggunakan tanya jawab, sebelum ke materi selanjutnya. Memberikan pertanyaan tentang pelajaran sebelumnya mbak.

The Researcher: Biasanya faktor apa saja yang mempengaruhi manajemen kelas pada saat proses belajar mengajar pak?

The Teacher: Sebenarnya banyak sekali faktornya mbak. Tapi faktor yang paling saya soroti yaitu kondisi kelasnya mbak. Kebersihan kelasnya kan juga mempengaruhi keberlangsungan proses belajar mengajar mbak.

The Researcher: Kemudian adakah masalah yang bapak hadapi ketika menerapkan manajemen dikelas?

The Teacher: Tentunya ada mbak, yang pertama yaitu kurangnya motivasi siswa dalam pembelajaran Bahasa Inggris. Ada beberapa siswa yang kurang tertarik dengan pelajaran Bahasa Inggris.

The Researcher: Lalu bagaimana bapak menghadapi masalah tersebut?

The Teacher: Saya terkadang menggunakan media untuk pembelajaran. Siswa sangat suka jika saya menjelaskan materi itu dengan power point mbak. Kemudian saya selipkan visualnya juga mbak jadi siswa lebih paham dan juga memperhatikan.

The Researcher: Selain itu adakah masalah lain pak?

The Teacher: Masalah lainnya yaitu ttudents misbehavior, biasanya masalahnya saat saya menerangkan siswa suka rame sendiri. Seperti yang saya bilang tadi mbak.

The Researcher: Lalu apa yang bapak lakukan?

The Teacher: Ya seperti tadi mbak, biasanya kalau sudah sangat mengganggu saya hampiri ketempat duduk mereka, saya tegur. Kalau tidak ya saya pindahkan tempat duduknya biar tidak sebangku lagi, nah setelah itu siswa tersebut akan memperhatikan kembali karna sudah tidak ada temen ngobrolnya.

The Researcher: Apakah hanya itu saja pak?

The Teacher: Tentu tidak mbak. Masalah lainnya yaitu terkait ketidakpercayaan diri siswa mbak. Biasanya saya kan bertanya atau menyuruh siswa mengingat pelajaran kemarin gitu mbak. Terus saya suruh tunjuk jari yang berani jawab seperti itu. Tapi kadang ada siswa yang takut tidak berani mengutarakan pendapatnya. Biasanya ya langsung manggil namanya gitu mbak.kalau tidak seperti itu tidak ada yang berani mbak.

The Researcher: Apakah semua kelas seperti itu pak?

The Teacher: Kalau untuk kelas AKL itu tidak perlu saya panggil namanya, mereka langsung rebutan mbak tunjuk jari mbak. Kelas itu memang lebih antusias dalam kelas bahasa inggris. Saya juga menggunakan role playing untuk meningkatkan kepercayaan diri siswa.

The Researcher: Kemudian ada masalah lainnya lagi pak?

The Teacher: Ada lagi mbak, masalahnya dari guru sendiri yaitu kadang guru lupa tidak menyiapkan materi pembelajaran. Jadi ketidakberhasilan dalam proses pembelajaran itu tidak hanya karna siswa, bisa juga karna gurunya. Terkadang saya juga lupa mbak akhirnya saat mengajar saya hanya berpegang LKS saja. Setelah itu siswa saya minta untuk mengarang bebas agar waktunya tidak terbuang sia-sia. Kemudian saya suruh untuk mengumpulkannya.

The Researcher: Dari ketiga kelas tersebut apa ada kelas yang paling antusias dalam pelajaran bahasa inggris pak?

The Teacher: Ada mbak. Ya kelas AKL itu yang paling antusias.

The Researcher: Baik pak, mungkin itu yang dapat saya tanyakan ke bapak. Terimakasih atas bantuannya kepada saya berupa informasi terkait kondisi kelas dan wawancara hari ini serta pemberian ilmu dan pengalaman selama proses observasi sampai wawancara hari ini pak.

The Teacher: Iya mbak, sama-sama. Jika membutuhkan data lainnya bisa langsung konfirmasi pak Aziz atau langsung datang kesekolah saja mbak.

The Researcher: Baik pak, terimakasih sekali lagi. Kalau begitu Saya pamit undur diri pak. Semoga bapak selalu diberikan kesehatan dan sekolah ini semakin maju kedepannya. Assalamu'alaikum Wr.Wb.

The Teacher: Iya mbak, semoga cepet lulus mbak supaya bisa mengampu di sekolah ini dan menggantikan pak Aziz nantinya. hati- hati di jalan ya mbak.

The Researcher: Insya allah bapak. Doakan secepatnya selesai bapak agar saya bisa mengampu di sekolah ini yang notabene dulunya adalah tempat saya menimba ilmu. Assalamu'alaikum Wr.Wb.

The Teacher: Iya mbak Aamiin, Semangat terus mbak. Wa'alaikumsalam Wr.Wb.

The Researcher: Siap bapak.