AN ANALYSIS OF FIRST GRADE ENGLISH TEACHER'S CLASSROOM MANAGEMENT AT SMA INSHAFUDDIN BANDA ACEH

A Thesis
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Sarjana Pendidikan in English Education Department of
STKIP Bina Bangsa Getsempena
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By

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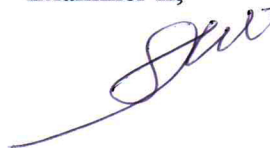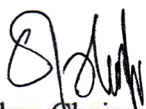
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ABSTRACT

Mimi Fitrasari. 2021. An Analysis of First Grade English Teacher's Classroom Management at SMA Inshafuddin Banda Aceh. Thesis, English Education Department Teacher Training and Education College (STKIP) Bina Bangsa Getsempena, Advisor (I) Dr. Maulizan Za, M. Pd. Advisor (II) Salwa Chaira, M. Pd, M. TESOL.

The purpose of this study was to investigate how the first grade English teacher's classroom management, and to categorize the problems faced by the first grade English teacher's in managing the classroom. The researcher used descriptive qualitative research as the method in this study. The observation and interview were used as the instrument. There were eight aspects analyzed by the researcher such as physical design of classroom, rules and routines, relationships, enganging and motivating instruction, discipline, teacher talking time (TTT), voice management, and physical presence. After analyzing the data, the researcher found that most of the aspects of classroom management is implemented very well by the teacher. Therefore, the teaching and learning activities in the classroom was going well. However, the problem faced by the first grade Englsih in implementing the classroom management were students' habit and class discipline. The students were lack of discipline in undergoing the rules that have been regulated by the teacher.

Keywords: *English Teacher, Classroom Management*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the beneficent and the merciful.

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Finally, the researcher realized that this thesis is still far from perfect. Therefore, the suggestion and criticisms are always welcome to improve the quality of the thesis in the future.

Banda Aceh, Januari 20th 2021

Mimi Fitrasari

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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the terminology of terms. The explanation of each part is presented below.

1.1 Background of Study

People believe that teachers actually have in-depth knowledge and skills in a particular field of science. However, the knowledge and skills are not enough to make them able to teach well, they also need to have the ability in managing the classroom. The ability in managing the classroom is one of the most important skill that the teachers should have in teaching and learning process. It is because the most important role of teachers among the other roles is as a manager (Marzano, 2003:23). Therefore, a teacher should be able to manage classes well and provides conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectivelly.

The way the teacher manages the classroom influences the teaching learning process. According to Creay (2013:5), to obtain a classroom environment that is conducive to students' success and learning, the teacher must maintain a good methods and strategies. The teacher should manage the class well to make the students follow the instructional tasks and not misbehave. A successful teacher is the one who manage of the classroom environment effectively. They create a

positive learning community where students are actively involved in their own learning and the management of the classroom.

In accordance, it could be seen how important classroom management in the success of the learning objectives and the basic skills of a teachers in improving students learning activities. Unfortunately not all teachers are able to manage their classes well, especially in large classes. Many teachers assume that a large class is one of main obstacles to implement the effective learning. They feel that many of the difficulties and problem arise when teaching in large classes. Problems that arise could be either physical or psychological. Hayes, (2007:14) stated that many teachers who teach in large classes felt that the obstacles that often arise is caused by the physical condition of the class which is limited by the number of students, so it makes teachers and students difficult to interact because of the limited space to move.

Moreover, Muna (2005:25) stated that many English teachers who teach in large classes feel pessimistic that they could achieve the goal of learning well. The students often feel uncomfortable in class so that they can not concentrate in following lessons that result in a declining students achievement because of the conditions and less conducive situation of the class. The conditions for large classes makes teachers and students difficult to interract in the learning process. Because of the limited space to move makes difficult for teachers to contact with all students and only students who sit in the front that often get attention from teachers..

Many researchers have been conducting the English teacher's classroom management analysis. Those researches are believed can support the current research which is conducted by the researcher. The first research comes from Indri in 2017. The result shows that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. However, the problem faced by English teacher was habit of the students and class discipline. To solve the problem, the teacher gave a punishment and a treatment.

Next, a study by Sri Marmoah and Denny Denmar in 2017. Resulted the English teacher did the elements related to the classroom management like teacher created and maintained the students activities in the class so the teaching efficiently and the purpose of the study can be achieved. In addition, based on the questionnaire result, most students in the second grade students enjoy participating the teacher's activity in teaching and learning process in the classroom.

Furthermore, a study comes from Meria Santy in 2017. The result shows that there are some strategies that used by teacher to manage large class. There are organization, rules, and communication. First, strategies in classroom management organization include three sub-themes: preparing lesson plans, making well established routine in classroom and giving intruction for make students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes: making students disciplined in classroom, making

students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last is strategy in communication that includes one sub-theme: bilingual strategy.

The last research is comes from Ritu Chandra in 2015. The result shows that Some of the teachers keep complaining about the class which they teach. The problem is normally related to student's behaviour and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class.

Based on the researcher's observation while conducted Teaching and Learning Practice Program (PPL) at the first grade students of SMA Negeri Inshafuddin, the researcher found that the English teacher at the first grade students in this school manages the classroom and play her role well eventhough sometimes she has a problem to manage the students in the class. Furthermore, the way the teacher's managing the class influencing the students' achievement in learning English subject. In addition, the researcher also observed the students atmosphere related to the classroom management, and the reseacher also saw the teaching and learning process conducted to the classroom management. Based on the description above, the researcher was interested in conducting a research about classroom management in teaching English at SMA Inshafuddin.

Based on the explanation above, the researcher was interested with the English teacher's classroom management in teaching English. Furthermore, the researcher also wants to know the classroom management applied by the English teacher to make the English teaching learning process easy and fun to learn.

Therefore, the researcher will conduct the research entitled **"An Analysis of First Grade English Teacher's Classroom Management (A Descriptive Study of X IPS Class at SMA Inshafuddin Banda Aceh)".**

1.2 Research Question

The reserach questions of the study are as follows:

1. How is the English teacher's classroom management of X IPS class at SMA Inshafuddin?

2. What are the problems faced by the English Teacher's of X IPS class in managing the class?

1.3 Research Objective

In accordance with those problems above, the aims of this research is as follows :

1. To know the English teacher's classroom management of X IPS class at SMA Inshafuddin

2. To know the problems faced by the English Teacher's of X IPS class in managing the class.

1.4 Research Significance

Theoretical Significance:

1. This research is expected to give a positive contribution for the development of the teachers' classroom managment especially for the English teachers.

Practical Significance:

1. Significance for the teacher

    The teacher may understand the phenomenon systematically in education, provide clues about which should be implemented in educating and as an opportunity to make corrections to themselves in implementing the teaching and learning process in the classroom.

2. Significance for the next researchers

    This research was expected to be a reference for the next researchers who are interested in classroom management field and all problems related to classroom management faced by teachers and students may refer to this research. Therefore, they will pay more attention to their students' quality in teaching as the next teachers.

1.5 Definition of Key Term

In order to know the term used in this research, the researcher defines those terms as follows:

1.6.1 Teacher

Teachers are people who play an important role in educational field. In the Great Dictionary of Indonesian, teachers understood as a person who works in university teaching school, building a place of learning, colleges, high schools and universities. In addition, teacher is one of the professions that are certified by the

government that is owned by someone whose main job which is to teach, besides educating, guiding, directing, train, assess and evaluate students.

1.6.2 Classroom Management

According to Hammond (2005:330-332), in achieving the instructional purposes, teachers must have a good classroom management. The sense of classroom management is the actions taken by the teacher in creating and maintaining a conduicive learning environment for students and teachers.

1.6.3 Teaching English

Teaching English is not an easy way because English is not students' mother tongue. However, Teaching English to the students is very important since teaching English aims to develop students' active thinking and practice, students' disposition and attitudes, and cross-cultural awareness.

CHAPTER II

LITERATURE REVIEW

This chapter elaborates any related literature on analyzing teachers' classroom management in senior high school. This chapter explains and elaborates into several parts; those are the definition of teacher, teaching learning process, procedures of teaching and learning process, classroom management, goals of classroom management, the area of responsibility of classroom management, components of classroom management, factors influence teacher succeed in classroom management, managing the classroom, the effective of classroom management, teaching strategy of classroom management,.

2.1 The Definition of Teacher

Teachers are people who play an important role in educational field. In the Great Dictionary of Indonesian, teachers understood as a person who works in university teaching school, building a place of learning, colleges, high schools and universities.

Julius (2002: 46) gives a definition of a teacher based on his role to the society that:

> A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills an values that cannot be easily challenged by the society.

Furthermore, Senge (2000: 26) stated that a teacher is an expert who is capable of importing knowledge that will help learners to build, identify and to acquire skills

that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society.

Being a teacher is not as easy as the people think, because the teacher plays an important role in what they do, and how they do in developing their own professional knowledge and practice (Loughran, 2010:1). They become the models for their students. Thus, the teacher's attitude and behavior would most likely be imitated by their students in the class. In the other words, a teacher also carries a big responsibility in her/his classroom. One reason is that the teachers are people who are very influential in teaching-learning process. Everything they say would have an impact on their students. If the teacher feels happy or angry, it would be spread among students because their attitude would get contagious for students. Therefore, teachers should really bring their students to the objectives to be achieved because all students depend on them.

From some definitions above, it can be conclude that the definition of teacher in this research is a person who have important role in education field, having knowledge, skills and special trainings in teaching, explaining and educating with primary task of educating, teaching, guiding, directing, train, assess and evaluate students.

2.2 Teaching Learning Process

Teaching learning process is an activity which is happen a talking and giving process among teacher and student. It means the teacher gives instructional material and

student takes them. Teaching consists of activities, tasks and learning experiences which are selected by teacher to help the students in learning process. According to Richard and Roger (2002:22), teaching learning process is defined as instructional process through organization and direct instruction of the teacher, learner, and material in the classroom. So, the teaching learning process of English is activity which is talking and giving process between the student and teacher which aims to study and understand about English including four skills and try to practice it.

Mulyasa (2010:6) state that there are four cycles of teaching learning process: Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT). Teaching learning method according to Institution for National Standardization Education as legitimately drawn by National Education Minister' Regulation number 22/2006 on education standard has four processes. The explanation four processes are:

a. Building Knowledge of Field (BKoF) This is a step in which teacher has duty to accompany the students and give explanation about material that will be studied to activate their background knowledge.

b. Modeling of Text (MoT)

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

c. Joint Construction of Text (JCoT)

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

d. Independent Construction of Text (ICoT)

This is a step in which students must create and show their knowledge individually. In this step teacher emphasize schematic structure, linguistic features, knowledge, individual learning and reflection.

2.3 Procedure of Teaching Learning Process

According to Ahmadi et al (2011:42), basically there are three components of procedures applied in teaching learning process, namely: introduction component, presentation/content component and closing or conclusion component. The three components can be described as follow:

a. Opening activity/Introduction

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

b. Main activity/Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In this component, teacher should use interest method in order to students get the point of material.

c. Closing activity/Conclusion

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

2.4 The Definition of Classroom Management

Classroom management takes an important role in the teaching and learning process. It will help the teacher to run the class well. According to Fauzati (2015: 79) simply stated that classroom management refers to the way teacher organize what goes on in the classroom. Furthermore, the concept of classroom management is broader than the notion of student discipline. It includes all the things teacher must do to foster student involvement and cooperation in classroom activities and establish a productive working environment.

In addition, Garret (2014:31) that classroom management is consistently identified as an important factor in student learning. Meanwhile, Fauziati (2015:80) stated that classroom management includes all of the things that a teacher must do towards two ends, namely; to foster student involvement and cooperation in all classroom activities; and to establish a productive working environment. In other words, the researcher can states that classroom management is any action which the teacher uses for building a good collaboration of social interaction, active engagement in learning, and motivation in the teaching and learning process.

According to Randin Mccreay (2013) that classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure

that students feel they are in an environment that allows them to achieve. In other words with the skills in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of the teacher is to make the classroom environment conducive and active in the lesson.

Furthermore, classroom management refers to "the ways in which student behavior, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively "(Richards, 2011:70). It covers several things. They can include, among others, rules and procedures, managing student work, managing learning groups, and managing problems behavior. Emmer and Evertson (2009:23-24) stated that teachers use classroom rules to help communicate expectations for appropriate behaviour. They propose many strategies to realize effective classroom management regarding those aspects. In order to be effective, they suggest that rules be positively worded and clearly stated. The usefulness of the rules for maintaining a conducive classroom environment has to be emphasized. They also note that involving students in rule setting is a way to promote students' ownership of the rules. Students' involvement may take the form of "a discussion of the reasons for having rules, … a discussion for suggestions for specific behaviours, or decision-making process for specific rules." That way increases students' obedience to follow the rules. The diversity of models applied by teachers in presenting English language learning is absolutely necessary, because rigid learning will reduce students' learning interest now and in the future. The teacher is obligated to motivate, activate students, actualized the use of language to find learning needs, and provide knowledge to student

about the function of language, and present effective and preferred strategies for students(Maulizan, Rahmat, Zuriyati, 2020:1)

From the definitions above, it can be conclude that the classroom management is an important factor that need to be mastered by a teacher in teaching and learning process so that the teaching and learning activity runs well. It is also define as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning.

2.5 The goals of Classroom Management

There are two goals of classroom management according to Garret (2014:57) as follows:

1) Creating an environment for academic learning.

   Academic learning refers to learning content specified in state content standard such as learning to read and write, learning to reason, learning to science, math, and social studies and so on.

2) Creating an environment for social emotional learning

   Social - emotional learning promotes growth in social skills and the ability to express emotion maturely. Classrooms are well managed only when the teacher create environments that promote both of this kind of learning.

2.6 The Problem Faced by the Teacher in Classroom Management

There are some problems faced by the teacher in managing the classroom. According to Yeni Rosimela (2016:492) stated that there are some problems of classroom management, as follows:

a. Students' Misbehaviour

The problems faced by the teacher are talking with friends while the teacher was talking or their friend was presenting, making noise, doing other things such as drawing things disturbing others, saying impolite words, hard to disciplining students and instructing students

b. Giving turn

The problem are clever students were given more opportunity and giving excessive turns or questions

c. Wait time

The teacher hard to change the student to answer quickly and answer the questions by herself

d. Grouping work management

The problem faced by the teacher are grouping students, work instruction, and monitoring group work

2.7 The area of Responsibility of Classroom Management

The purpose of the teaching and learning process in the classroom is to make the students successful. An order is needed by a learning community for making students successful. Burden (2000:218) stated that the order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional task and are not misbehaving.

Burden (2000:13) stated that an effective classroom management handles the following seven areas of responsibility. They are select a philosophical model of

classroom management and discipline, organize the physical environment, manage student behavior, create a respectful, supportive learning environment, manage and facilitate instruction, promote classroom safety and wellness, and interact with colleagues, families, and others to achieve classroom management objectives.

Certain models of classroom management have been proposed by some educators, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline. Teachers really need these theoretical models since they offer a basis for analyzing, understanding, and managing the students and the teachers' behavior. The teachers should select a philosophical model that is consistent with their beliefs. The technique which is used to manage the students' behavior should be consistent with the belief about how students learn and develop.

The instruction and the order in the classroom are affected by the way desks, tables, and other class materials arrangements. The teacher needs to organize several aspects of the physical space to create an effective learning environment. A classroom needs guidelines to promote the order and to provide conducive learning environment. According to Burden and Byrd (2010:219) that rules and procedures support teaching and learning and provide students with clear expectations and well - defined norms.

Students also need to feel physically and emotionally safe before they can give full attention to the instructional tasks. There are some aspects which contribute to classroom safety and wellness, such as strategies in managing student behavior, creating a supportive classroom, and managing and facilitating instruction needs to be cope by

the teacher. However, sometimes teacher needs to take actions for solving problems and conflicts that threaten classroom order and the learning environment.

2.8 The Components of Classroom Management

According to Marzano (2003:13) there are five components of Classroom management:

a) Physical Design of Classroom

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

b) Rules and Routines

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

c) Relationships

Effective classroom teacher develop caring, supportive relationship with students and parent and promote supportive relation among student

d) Engaging and Motivating Instruction

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

e) Discipline

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

2.9 Factors Influenceing Teacher Succeed in Classroom Management

There are some factors that influence eacher succeed in classroom management, they are as follows:

a) Teacher Talking Time (TTT)

The good TTT may have beneficial quality. It means that the students can get a chance to hear language which is above their own productive level but comprehensible input. In speaking classroom, however, teachers should ensure themselves to minimize the TTT and maximize the STT (Student Talking Time). The most effective use of the target language is when they are actively using it in the classroom through drills or a meaningful conversational activity.

b) Voice Management

Harmer (2005:16-17) stated that there are three issues to consider: audibility, variety, and conservation. They are as follow:

1. Audibility

Teachers need to be audible. They must be sure that students at the back of the class can hear them just as well as those at the front.

2. Variety

It is important for teachers to vary the quality of their voices and the volume they speak at, depending on the type of the lesson and the type of activity. The sound should change naturally according to the situation.

3. Conservation

Conserving the voice is one thing teachers should take intoaccount when planning a whole day's or a whole week's work. Just like opera singers, they have to take great care of their voices.

c) Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2010:3) stated that teachers should take care of their physical position and movement during the following lesson stages ;

1. During language presentation, teachers like the attention of all the students at this stage; therefore standing is the best position. When giving instructions they like the attention of whole class, so standing is the best position.

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

3. During activation control, teachers can allow the students freedom to carry this stage. The teacher should be at a distance from the activity, preferably be seated. However teacher should be available when needed.

4. Seating Arrangements Seating arrangement has necessary role in teaching-learning activities. Its arrangement depend on class size, number of

students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom.

2.10 Managing the Classroom

Akmal, Razali, Ningsih & Rosdiana (2019:6) mentioned that student and teachers should be well-monitored, supervised, and guided by their supervising teachers. Eventually, the student-teachers will learn how to handle and manage not just their daily lessons but the students and their classroom too. In addition, Nunan (2009: 48) gave an overview of the classroom practices in teaching. He said that "classrooms informed by current views on language pedagogy will involve a change in teaching approach away from a high-structure orientation towards a more low-structure orientation". While Haigh, Pinder, and McDonald (2006) henceforth noted that if student-teachers were active on the actual practice teaching experience and with the constant guidance from their associate teachers, they would learn the art of teaching.

There are some ways in managing the classroom as follows :

a. Physical Presence

Harmer (2000:15) stated that the teacher's physical presence plays a large part in his or her the classroom environment. The physical presences are as follows:

1) Proximity

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

2) Movement

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

b. Seating Arrangement

1) Orderly Rows

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

2) Circles and Horseshoes

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

3) Separate Tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is

especially useful in mixedability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels). Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise.

The kinds of Seating Arrangement (Orderly Rows, Circles and Horseshoes, Separate Tables, etc.) can be seen in the appendix.

c. Voice Management

1) Audibility

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

2) Variety

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

d. Student Talk and Teacher Talk

Classes are sometimes criticised because there is too much Teacher Talking Time (TTT) and not enough Student Talking Time (STT). The overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practise their own speaking and it is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other things, too such as reading and writing. For these reasons, a good teacher maximises STT and minimises TTT.

2.11 The Effective of Classroom Management

Garret (2014:3) stated that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

a. Physical design of the classroom

According to Jones (2007) that the classroom environment has proven to change and influence behaviors among students. The design of the classroom allows for some activities to take place and for other to not. It is important that teachers take into consideration the influence their classroom arrangement can make on their students. The environment of a classroom sends out symbolic messages to those who enter the classroom. At times, these messages do not send the right message to the students.

The environment should reflect the beliefs and values of the teacher. Therefore, it is vitally important that teachers see what message their classroom

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

b. Rules and routines

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Emmer & Gerwels, 2006).

Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

c. Relationships

The idea of developing caring relationships is often overlooked during conversations about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.

d. Engaging and motivating instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014).

On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

e. Discipline

Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity

or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

2.12 The Teaching Strategies of Classroom Management

Classroom management is a very important aspect of teaching these writers collects data within the strategy of the management class that teaching is a pleasure and the students will be enthusiastic in learning. According to Borden (2013:75-78) that this data is designed to give you a few tips that will help the author with class management strategies. The strategies are as follows:

a. Get Set Up

Preparation in teaching the first was a teacher there has to be preparation, when the teacher wants to teach the things that need to be prepared is the learning material and learning implementation plan that will be submitted. Good is always prepared to train teachers in teaching in the classroom. As well as the teacher should plan and develop daily schedules as well as lesson plans are closely aligned on the provisions provided by the school district.

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

b. Make the room attractive

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

c. Set classroom rules

Rule in class is very necessary because as control and guide in teaching. so that in teaching can be a maximum and conducives chool classrooms;, as well as teachers involve students in designing the rules and those who will be running it so as to allow students to work discipline in running the rules. After the rules is made, and then make it as responsibility, all students who violate or not to see

that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow the rules as well as motivate students who are not successful enough to earn the reward at a later date.

d. Be enthusiastic about the lessons

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

Make sure that the teachers always thank for the student to their participation in the following lesson in school classrooms. Please remember to give students sufficient wait time for answering questions because the students are all different and some need more time than others. The process never wanted to shut the students remain the answers always flows and continue to encourage and bring out the best in them.

e. Be fair with the students

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

themselves respectfully all of the time. They will all love and appreciate teacher for this attitude of being fair to all students.

f. Keep students of records

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

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the design of the research, population and sample, instrument of the study, procedure of analysis, and technique of analysis.

3.1 Design of the Study

As stated in the introduction that the purpose of this research are to investigate the teacher's classroom management and to find out the problem that faced by the teacher in teaching English at the first grade students in SMA Inshafuddin. Therefore, writer uses descriptive qualitative method to obtain the data of the research.

According to Margono (2010:8) that descriptive method is a method that seeks to provide a systematic and careful with the actual facts and nature of certain populations which aims to solve the current problems and collect data or information to be arranged, described, and analyzed. Ainin (2007:30) notified that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

Based on Sugiyono (2011:8) that qualitative research is the research that analyzes the data related to interpreted data found in field. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjunctive manner.

Based on the statement above, this research is categorized as descriptive research because it refers to the qualitative with two variables. In this case, descriptive

qualitative method uses to describe English teacher's classroom management in teaching English at SMA In4shafuddin.

3.2 Location of Research

This research was conducted at SMA Inshafuddin Banda Aceh. It is one of the schools in Banda Aceh. The Location of it is at Jl. Mujair No. 1A, Kp. Baru, Baiturrahman, Kota Banda Aceh, Aceh 23116

3.3 The Subject of Research

In conducting the research, one thing that needs to be considered is to determine the research subject or who/what will be investigated. According to Arikunto (2010:172), the subject of research is source of data in a research or the person who decide to participate in a research study. In this researh, the researcher took 30 students of X IPS and an English teacher as the subject.

3.4 Instrument of the Study

In this research, the writer uses the observation, and interview in collecting the data. The explanation of those instruments as follow:

3.4.1 Observation

According to Margono (2003:158-159) that observation is a scientific method which focusing on an object by using the senses. The terms of observations are used in the free forms which do not need to answer but noted what is appeared in the field of research to support the result of it that includes taking the form of participants and non-participants. Participants' observation is used to know the effectiveness of teacher in the

process of delivering materials in the classroom. While non-participants, the researcher focus on learning outcomes of the students.

The resercher used checklist observation to make it more systematic. A checklist was the simplest device which consist of prepared list items. The items were in the form of number which indicated some appropiate statements. There are 8 items in the observation list. The items are Physical Design of Classroom, Rules and Routines, Relationships, Engaging and Motivating Instruction, Discipline, Teacher Talking Time (TTT), Voice Management, Physical Presence. The source of observation checklist items is taken from Marzano (2003:13) with the title " The Key to Classroom Management". The observation checklist can be seen in the appendix.

3.4.2 Interview

According to Sugiyono (2010:194) that interview is used as a technique of data collection if the researcher conducted preliminary study to find the problems to be researched. Interview used in this study was semi - structure interview. Questions were structured systematically in order to conduct interview with the respondents, the researcher should prepare a list of focused questions with the focus of the problem and research objectives. There were eleven questions of the interview about the teacher's classroom management in teaching English. The questions of interview can be seen in the appendix.

3.5 Data Collection Procedures

According to Puspitawati and Anggadini (2011:23) that procedure is a series of steps that arranged systematically in a detailed sequence and must be following to be able to solve a problem. Furthermore, in the technique of analysis the writer does the following steps to collect the data. Firstly, the researcher observed an English teacher and students while teaching and learning process in the classroom, take some note on how the teacher manage the classroom while teaching and learning process and the condition of the classroom.

Secondly, the researcher interviewed the English teacher who teaches in the class. Before the researcher carry out the research, the researcher created the interested situation to make the teacher feel comfortable in the process of interview undertaken, thus the researcher can do the interview smoothly, after making a comfortable situation, the researcher do interview and ask some questions about the teacher's classroom management in teaching English.

Then, the data are categorized and arranged in detail information about its source of data content and information that related to the teacher's classroom management. After that, the process is continued into data analyzing which intended to analyze the data materials found in the "teacher's classroom management". After the data are analized, the data are checked about its validity. The data validity that is used in this research is observer triangulation.

3.6 Data Analysis

Data analysis is an important aspect in this research. Data analysis is the process of systematically searching and arranging the interview script, observation sheet, field notes, and other material that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014:334). So, the writer analyzes with the complete data source taken from SMA Inshafuddin Banda Aceh. After the researcher collects the data, the researcher analyzes it by using descriptive analysis which involved the description and interpretation of the data.

In this analysis, there were some techniques in analyzing the qualitative data of interview. By using Miles and Huberman model the researcher did data reduction, data display, and conclusion drawing/verification (Sugiyono,2013:246) as follows:

a. Data reduction

Data reduction aimed to reduce original data by choosing the important point, focusing on particular part of topic so that the result can give the researcher clear description, and facilitating researcher to continue the next step (Sugiyono, 2013:247).

Actually, there are lots of unimportant data from interview stage. Data reduction asisted researcher to centralize their critical thinking in reducing data. Hence, the researcher could display the clear data depending on the topic in observation guide.

b. Data display

This stage was done after data reduction. Furthermore, it showed the clear data in several categories. Thus data display can be called as stage which provides qualitative data in short explanation, chart, flowchart, and many other kinds. By displaying the data after data reduction, it was easy to be understood by the researcher.

c. Conclusion drawing/ verification

After data display, the last stage of analyzing the data is conclusion drawing/verification. According to Sugiyono (2013:252) stated that the collected data is categorized, found pattern, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

3.7 Data Validity

Data validity technique is one of the important techniques in determining the validity and reliability of the data obtained in this study. In this study the data validity technique used is a triangulation technique, namely the technique of checking the validity of data by comparing data found by researcher with something outside the data. According to Moleong (2007:330), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data. Hence, the triangulation technique was chosen in this study because in this study using several data sources derived from observation and interview.

In this study the triangulation technique that the researcher used was developed by Denzim in Moleong (2007:331) there are four triangulations as examination techniques to achieve validity, that are:

a. Source triangulation is the triangulation of data which researchers use by referring to various data sources such as documents and archives.

b. Triangulation of observers is that there are other observer's involved besides the researcher who also examines the results of data collection.

c. Theory triangulation is in which the researchers use various theories that aim to ensure the data collected that has met the requirements. In this study several explanations of theories used can be seen in the discussion chapter.

d. Triangulation method, this is a technique that uses methods such as interviews and documentation methods.

From those types of triangulation ,the researcher used the triangulation of observers to get the validity of data. The triangulation of observers means that there are other observers involved besides the researcher who also examines the results of the data collection. In this research, the researcher took some of her friend to observe and examine the result of the data collection.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion. It was done by the researcher to find out the teacher's classroom management in teaching English.

4.1 Research Finding

As mentioned in this previous chapter, this research aims to describe the English teacher's classroom management in teaching English. This chapter presents and discusses the research finding of this research based on the data obtained from the first grades students of SMA Inshafuddin Banda Aceh. The presentation of this chapter was in line with the problem formulated in chapter I; how is the first grade English teacher's classroom management in teaching English at SMA Inshafuddin Banda Aceh. The researcher used observation, and interview as instruments. The instruments covered all of the elements to answer the problem above in order to identify the problem researched by the researcher. After the data were gathered, the researcher began to evaluate and analyze the data from observation and interview.

4.1.1 Research Findings of observation

In this research finding, the reasearcher describes all the finding of the research that has been discovered for the eight aspects of classroom management. They are physical design of classroom, rules and routines, relationships, engaging

and motivating instruction, discipline, teacher talking time, voice management, and physical presence. The research finding is explained as follows:

4.1.1.1 Physical Design of Classroom

Physical design of classroom plays an important part in classroom management. One of the aspects in physical design of classroom was seating arrangement. Based on the researcher's observation in Class of X IPS, related to the seating arrangement, the English teacher sets the seating arrangement so that the teacher has a clear view of all the students and all the students can see the teacher. She has different seating arrangement depending on the material and the activities in the teaching and learning process. She often used two ways of seating arrangement in the classroom.

First, the teacher used orderly rows when the teacher explains the material. The teacher has a clear view of all students and the students also can see the teacher clearly in front of the class. Therefore, it eases the teaching and learning activity since the teacher enable to maintain eye contact with the students. Second, the teacher used separated table when the teacher asked the students to make a small group. When the students sit in the small groups at individual table, it eases the teacher to look at the students' work and help the students' difficulties.

4.1.1.2 Rules and Routines

The other key component of classroom management is the establishment of rules and routines. Rules should cover several aspects of behaviour such as respect (for instance listening to others, treating other respectfully) and making

appropiate effort (for example doing the best, coming to the class on time every day). The advantages of general rules was that the teacher covered the situations and students' behaviours. Based on the recearcher's observation, the teacher established class rules and routines to make teaching and learning running well.

The teacher used positive language with general rules. There are some rules established by the teacher such as the students must be on time to come to the class without any dispensasion, the students must be present in the class every day except they are sick. The students must be active in the class while teaching and learning process, and the students are forbid to make a noise. Furthermore, rules with general wording refer generally to many different situations the teacher often said "do your best!", "be a good individual and a good friend!", and "respect others!" , "excellent!" and so on.

On the other hands, routines are also essential for the classroom management. Based on the recearcher's observation, there are two aspects of routines in Class X IPS. Firstly, movement routines where it provides students with explicit steps for entering, exiting, and moving in the classroom. The students of Class X IPS always request a permission to the teacher when the students exit the classroom such as when a student went to toilet, then she said that " Miss, I asked permission to go to toilet" or when the students was called by someone to meet in the yard, the students also ask permission. Secondly, lesson running routines designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students should bring to class. The researcher's

observation also indicates that the teacher and students follow the rules and routines consistently.

4.1.1.3 Relationship

The third aspect of classroom management is developing relationship as the teacher has a good relationship with the students, then the students are more pleased to accept the rules, procedures, and diciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. Based on the researcher's observation for the aspect of relationship, the findings are: the the relationship among students and the relationship between teacher and students.

The relationship among students is an essential part to provide students with opportunities to have a connection with their classmates. In the classroom, the teacher used team-building activities in which require small group to work together to accomplish a task successfully. This activity promote positive interconnections because the students need to work together to succeed. There are a lot of ways to communicate to students in developing a good relationship between teacher and students both academically and personally.

Based on the researcher's observation, before the class started, the teacher often gives open-ended questions for the students. The teacher often asks about the students' activities in their house after school, the subjects that the students have been learned, whether or not the students have problem in understanding the

learning subject, and so on. This activities aims to increase the students' and teacher's talk.

Therefore, the students feels that the teacher consider about them academically and personally. In presenting and explaining the material, the teacher uses lecturing or presentation method. During the lesson, the teacher sometimes gave some questions to draw the students' attention and to check the students' understanding. The teacher also gave opportunities for students who did not understand the material to question her.

4.1.1.4 Engaging and Motivating Instruction

The next aspect of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. To implement a lesson, teachers must develop a clear understanding of many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson. Firstly, plan for the necessary materials. Based on the researcher's observation, the teacher used laptop and speaker when the teacher made games. The teacher also used whiteboard when the teacher presented the materials. The teacher used it to explain the material, give instruction and give examples of the material. Whereas, the teacher used worksheet that have been provided by the school (LKS) and she made herself when she was giving tasks to the students. The teacher also used textbook and whiteboard to tell the material.

Secondly, when give instruction, it is important for the teacher to check that the students have understand what the students are being asked to do. Based on the researcher's observation, it can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Therefore, the teacher would ask to the students after the teacher told the material. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said "good job" and "gave big applause". This is aimed to motivate students, in order that the students more active in learning.

4.1.1.5 Discipline

The fifth aspect of effective classroom management was discipline, which defined as both preventing and responding to behavior problems. Based on observation, to created discipline, the teacher tended to gave a threatment or warn when there were students who did not pay attention to the teacher's instruction. The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students. In addition, the teacher also often give advise for those who commit missbehaviour in the class.

4.1.1.6 Teacher Talking Time (TTT)

The good TTT may have beneficial quality. It means that the students can get a chance to hear language which is above their own productive level but comprehensible input. In speaking classroom, however, teachers should ensure themselves to minimize the TTT and maximize the STT (Student Talking Time).

Based on the researcher's observation, the teacher is able to minimize the teacher talking time and maximize the students talking time. It can be seen in the teaching and learning process. The teacher tend requires the students to talk, for instance the teacher ask them about their opinion about the topic of the lesson, establish discussion with the students, and so on. Furthermore, the teacher also actively using drills or a conversational activity so that the students have a chance to talk.

4.1.1.7 Voice Management

Teachers need to be audible. They must be sure that students at the back of the class can hear them just as well as those at the front. In addition, It is important for teachers to vary the quality of their voices and the volume they speak at, depending on the type of the lesson and the type of activity. Based on the researcher's observation, the English teacher's voice is audiblen and all of students in the class can hear her voice. Therefore, when the teacher is explaining or asking the students regarding the learning material, the students does not make a noice for asking the teacher's expalanation because the teacher's voice is audible. Furthermore, the teacher's voice change naturally according to the situation. For example, when the teacher is advising the students because of their missbehaviour, then the teacher tend to raise her voice.

4.1.1.8 Physical Presence

The physical presence of teacher in the class is important for the proper management of the class. Based on the researcher's observation, the teacher standing in front of students during language presentation to get attention of the

students. Furthermore, during activation control, teachers allow the students freedom to carry this stage. The teacher position at a distance from the activity preferably is seated. However teacher is always available when needed.

4.1.2 Research Findings Interview

As mentioned in the third chapter, one of instruments applied by the researcher in collecting data was interview. The interview aims to know teacher's classroom management and its problems in teaching English. The interview was given to the Englsih teacher of X IPS of SMA Inshafuddin Banda Aceh. There are eleven questions in the interview. The finding of the interview is explained as follows:

4.1.2.1. English Teacher's Classroom Management

There are six questions for the English teacher's classroom management in the interview. The following are findings of the interview:

1. How do you apply the classroom management in the teaching and learning process? (*Bagaimana ibu menerapkan manajemen kelas saat proses belajar mengajar dikelas*)?

   Jawab: " Mmmm.. pastinya kalau manajemen kelas itu kan ada ketua kelasnya, ada bendahara kelasnya, dan juga ada sekretaris kelas. Mereka itu yang mengatur bagaimana kondisi siswa, jadi mereka itu sudah disiapkan sebelum ikut belajar (proses belajar mengajar), ketua kelas kan ada tugasnya dalam mengatur kelas, sekretaris mengatur administrasi

yang masuk dikelas, apakah surat izin atau surat menyurat lainnya. Begitu juga bendahara, sudah ada tugasnya masing-masing.

Based on this finding, it shows that the teacher manages the classroom by giving the duties to several students involved in the structure of the class such as the head of the class, secretary, and treasurer. So, the teacher's duties is teaching and monitoring without considering the problem made by the students like making a noise and so on because there is the structure of the class who handle the problems. Therefore, the teaching and learning process is going well.

2. How do you build the communication between teacher and students in the classroom? (*Bagaimana cara ibu membangun komunikasi antara guru dengan siswa didalam kelas*)?

Jawab: Eeee, kalau membangun komunikasi di dalam kelas itu semua murid kan bebas berkomunikasi dengan gurunya. Apabila mereka mendapatkan suatu kesulitan didalam pembelajarannya mereka dengan mudah bisa bertanya. Tapi jangan lupa juga ketika mereka mau bertanya itu pastinya mereka harus teratur kan, tunjuk tangan dulu, tidak semuanya sekalian ngomong.

From this finding, it can be concluded that the teacher and students establish a good communication. The teacher gives a freedoom for the students to ask about the subject material that students do not understand yet. However, the students need to follow the regulation while questioning the teacher such as raising hand and asking politely.

3. What will you do if there are students who disturb the teaching and learning process? (*Apakah yang akan ibu lakukan jika ada siswa yang mengganggu proses belajar mengajar dikelas*)?

Jawab: Eeee.. kalau untuk mengganggu proses belajar mengajar dikelas kayaknya untuk kita tingkat SMA kayaknya tidak ada karna kita bukan anak SD ya, kalau misalkan di SD iya, mungkin ada yang lasak, tapi kalau di SMA kayaknya itu tidak ada. Kalaupun ada itu kayaknya hal yang paling kecil kemungkinannya, kalau misalnya pun ada satu atau dua siswa paling kita panggil aja atau tegur saja langsung mengerti.

Based on the finding, it shows that the students of SMA Inshafuddin Banda Aceh are infrequently disturbing the teaching and learning process. However, if there is a number of students who do that, then the teacher reprimands or calls the students, and then students immediately understand.

4. Is there any punishment to the students who disturb the teaching and learning process? (*Apakah ada hukuman untuk siswa yang mengganggu proses belajar mengajar di kelas*)?

Jawab: Kalau misalnya ada, mungkin untuk pertama kali kita kasih teguran aja, kalau berlebihan tidak pernah ada. Tapi tetap kita beri tahu, kalau misalnya ada yang berlebiahan pasti ada hukumannya.

Based on the result above, it shows that if there is a student who disturb the teaching and learning process, the teacher only gives reprimand and reminds the students continiosly.

5. What are the treatment that given to the students who disturb the teaching and learning process in the class? (*Apakah treatment yg diberikan untuk siswa yang mengganggu proses belajar mengajar di kelas*)?

Jawab: Treatmennya ya seperti hukuman tadi kalau memang ada yang mengganggu.

Based on the finding, the teacher only gives treatment like giving them punishment such as giving reprimand to the students.

6. Is there any reward for the students who got high score in the classroom? (Apakah ada hadiah atau penghargaan untuk siswa yang mendapatkan nilai yg bagus di dalam kelas)?

Jawab: Eeee.. itu biasanya kita berikan reward itu ketika di akhir semester, jadi ketika pembagian raport, nah disitu kita sediakan reward untuk juara 1,2,3 ada biasanya.

From the finding, it can be concluded that there is reward given to the students who obtain high score in the class. The reward given at the end of the semester or the moment when the teacher distribution students' report book.

4.1.2.2. The Problems Faced by English Teacher in Managing the Classroom

There are five questions of the problems faced by the English teacher in managing the classroom. The following is the findings of the interview:

1. What are the problems that you face while applying the classroom management in teaching and learning process? (*Masalah – masalah apa*

yang ibu hadapi ketika menerapkan manajemen kelas tersebut saat proses belajar mengajar dikelas?)

Jawab: Eeee... kadang – kadang kan kita udah bilang nih, waktu masuknya kita kan udah tentukan nih, harus masuk tepat waktu, kan ada beberapa aturan yang harus mereka patuhi. Kalau misalnya ada yang melanggar aturan itu, pastinya dapat hukuman. Hukumannya itu bisa berupa menerjemahkan kertas bacaan, atau menuliskan beberapa vocab, atau menyetorkan vocab.

Based on the finding, it showes that sometimes the students break the rules that have regulated by the teacher. For instance, some of the students often came late to the class when the teaching and learning process is going on. Therefore, the teacher gives them punishment such as translating articles, writing some vocabularies, or deposit some vocabularies.

2. What are the problems that you face in managing the group learning in teaching and learning process? *(Apakah masalah – masalah yang Ibu hadapi dalam mengatur grup pada proses belajar mengajar?)*

Jawab: Kita jarang sekali buat grup dalam pembelajaran, jadi nyaris tidak pernah ada masalah.

From the finding, it can be concluded that there is no problem that is faced by the teacher in managing group learning teaching and learning process because the class is rarely implementing group learning.

3. How do you deal with the problems that you face in managing the group learning in teaching and learning process? (*Bagaimana cara ibu untuk*

menghadapi masalah-masalah yang Ibu hadapi dalam mengatur grup pada proses belajar mengajar?)

Jawab: *Seperti saya bilang tadi, nyaris tidak ada masalah*

Based on the finding, the teacher said that there is no problem in group learning because the class is rarely implementing group learning.

4. Usually, what factors do influence the classroom management in the teaching and learning process? (*Biasanya, apa saja faktor yang mempengaruhi manajemen kelas pada saat proses belajar mengajar?*)

   Jawab: Faktor yang paling dominan itu kedisiplinan. Mereka tidak disiplin dalam menjalankan aturan yang sudah kita tetapkan bersama.

From the result, it shows that the most dominant factor influencing the classroom management in the teaching and learning process is discipline. Nonetheles, the students are not discipline in undergoing the rules that have regulated together. The students usually talks to their friends when the teacher is explaining the material. It disturbed the teaching learning activity.

5. Is there any improvement of the students' learning outcomes after applying the classroom management in teaching and learning process? *(Apakah ada kemajuan dari hasil belajar siswa setelah Ibu menerapkan managemen kelas dalam proses belajar mengajar?)*

   Jawab: Iya ada. Kemajuannya sangat nampak, beberapa guru mata pelajaran yang lain itu kasih tau kalau siswa dikelas saya itu lebih rajin, lebih teratur dalam menjawab soal-soal atau dalam mengumpulkan tugas-tugas. Mereka lebih unggul dibandingkan kelas yang lain.

Based on the finding, it shows that there is significant improvement of the students' learning outcomes after applying the classroom management in teaching and learning process. According to the fact that most of teachers in the school inform that class X IPS become more dilligent, tidier in answering questions or in handing in the assignment, and so on.

4.2 Discussion

This section discusses the research finding which has been explained in the previous section of this chapter by maintaining the relevance with the research question as presented in chapter I. The research problem seeks to describe the English teacher's classroom management dan the problems faced by the English teacher whi taught in class X IPS in managing the classroom at SMA Inshafuddin Banda Aceh.

In this study, the finding of the research can be proved from the result of observation and interview that have been given to the students and the English teacher at the first grade at SMA Inshafuddin. It could produce the validity of the data and could be clearly seen the accordance of researcher's finding.

The discussion will describe all the result of the research that has been found for the components of English teacher's classroom management and the problem faced by the teacher in managing the classroom as follows:

4.2.1 English Teacher's Classroom Management

In this part, the researcher discusses the classroom management applied by the teacher. The researcher divided the classroom management into eight aspects. There are physical design of classroom, rules and routines, relationships, engaging and motivating instruction, discipline, teacher talking time (TTT), voice management, and physical presence.

4.2.1.1 Physical Design of Classroom

The first aspect of the process of classroom management is the physical design of the classroom. According to Garret (2014:13), that one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. Based on the result of the observation, the teacher of class X IPS class applied various seating arrangement depended on the activities. The teacher set the seating arrangement in orderly rows when the teacher told and presented the material is the whiteboard. Arrangement depend on class size, number of students, type of chairs and tables in the room, goals of teaching, or type of activity to take place in the classroom (Fauziati, 2015:83).

In the first observation, the teacher arranges the students' seat in row when she asks students to work in group. This finding was support the theory of Harmer that separate table is useful arrangement for group learning and work. The desks together make it easy for all students in the group to see each other and to discuss.

Harmer (2010:41) stated that orderly rows imply teachers working with the whole class.

In the second observation, the teacher asked the students to make pair group. Harmer (2010:42) stated that pair work and group work are possible even when the class is seated in 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 used orderly rows is easy for the teacher to move around and talk with individuals or with pairs. Therefore, the teacher used orderly row to set the students' seating arrangement. However, in the last observation, the teacher arranges the seat in orderly rows. This indicated that the teacher of class X IPS class manages the seating arrangement in various ways depending on the lesson activities according to the material.

4.2.1.2 Rules and Routines

Based on the research finding, the teacher used positive language to create rules. According to Garret (2014:30), The rules using positive language results in a more positive classroom environment overall because it emphasizes good behavior. Rules with general wording refer generally to many different situations the teacher said "be a good friend, do your best, and respect others."

On the other hands, routines are also essential for the classroom management. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Garret, 2014:34). Based on the recearcher's observation, there are two aspects of routines in class X IPS. Firstly,

movement routines where it provides students with explicit steps for entering, exiting, and moving in the classroom. The students always request a permission to the teacher when the students exit the classroom such as there is a student will go to toilet, then she said "Miss, I ask permission to go to toilet" or when the students called by someone to meet in the yard, the students also asks permission.

Secondly, lesson routines designed to facilitate tasks that occur regularly during instructional lessons such as how papers will be collected, how to collect and correct homework, what students should bring to class. The researcher's observation also indicates that the teacher and students follow the rules and routines consistently.

4.2.1.3 Relationship

Developing relationships is the third aspect of classroom management. The idea of developing relationship is often appears during the conversations about classroom management. When the teacher has a good relationship with students, then the students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions.

Based on the researcher's observation for the aspect of relationship, the findings are: firstly, the relationship among students. The essential part in developing positive interpesonal relationship among the students is to provide students with opportunities to have a connection with their classmate. In the

classroom, the teacher used team-building activities in which require small group to work together to accomplish a task successfully. This activity promote positive interconnections because students need to work together to succeed.

Secondly, teacher – students relationship. There are a lot of ways to communicate to students in developing a good relationship between teacher and students both academically and personally. Based on the researcher's observation, before the class started, the teacher often gives open – ended questions for the students. The teacher often ask about the students' activities in their house after school, the subjects that the students have been learned, whether or not the students have problem in understanding the learning subject, and so on. This activities aimed to increase the students' and teacher's talk.

4.2.1.4 Engaging and Motivating Instruction

The fourth aspect of classroom management is engaging and motivating instruction. According to Garret (2014:63) the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. Based on the researchcer's observation, there are two steps applied by the teacher in engaging and motivating instruction. Firstly, plan for the necessary materials. The teacher used a laptop and speaker when the teacher make the games. The teacher also used a whiteboard when she presented the materials. The teacher used it to explain the material, give instruction and give examples of the material. Whereas, the teacher used worksheet (LKS) that have been provided by the school and she made it on her

own when she was giving tasks to the students. Besides, the teacher also used textbook to tell the material.

Secondly, while giving instruction, it is important for the teacher to check whether the students have understood what the students are being asked to do. Based on the researcher's observation, it can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Therefore, the teacher would ask the students after the teacher told the material. When the students did not understand, the teacher would repeat it. Besides,she also gave reward by saying "good" and gave a big applause. This aimed to motivate the students, in order that the students be more active in learning.

4.2.1.5 Discipline

The fifth aspect of effective classroom management was discipline, which is defined as both preventing and responding to behavior problems. Haddad (2006:43) stated that to control students' behavior, a teacher should stand close by the students rather than far away. Based on the observation, to build the discipline, the teacher gave a threat or warned them when there were students who did not pay attention to the teacher's instruction. The teacher called and even came closer to the students who did not pay attention to the lessons or the students who disturb the other students. In addition, the teacher also often give advise for those who commit miss behaviour in the class.

4.2.1.6 Teacher Talking Time

In speaking classroom, however, teachers should ensure themselves to minimize the Teacher Talking Time (TTT) and maximize the Student Talking Time (STT). Based on the researcher's observation, the teacher is able to minimize the TTT and maximize the STT which could be seen in the teaching and learning process. The teacher tend to require the students to talk, for instance when the teacher ask their opinion about the topic of the lesson, establish a discussion with the students, and so on. Furthermore, the teacher also actively used drills or a conversational activity so that the students have a chance to talk.

4.2.1.7 Voice Management

The seventh aspect of classroom management is voice management. Teachers need to be audible. They must be sure that students at the back of the class can hear them just as good as those at the front. In addition, it is important for teachers to vary the quality of their voices and the volume they speak at depending on the type of the lesson and the type of activity (Harmer, 2005:16-17).

Based on the researcher's observation, the English teacher's voice is audible, so all of students in the class can hear her voice. Therefore, when the teacher is explaining or asking the students regarding the learning material, the students do not make a noice to ask the teacher's expalanation because the teacher's voice is audible. Furthermore, the teacher's voice change naturally according to the situation. For example, when the teacher is giving advise to the students because of their miss behaviour, then the teacher tend to raise her voice.

4.2.1.8 Physical Presence

The last aspect of classroom management is physical presence. The physical presence of teacher in the class is important for the proper management of the class. Qureshi in Fauziati (2010:3) stated that teachers should take care of their physical position and movement during the teaching and learning process.

Based on the researcher's observation, the teacher stands in front of students during language presentation to get attention of the students. Furthermore, during activation control, teacher allows the students to carry this stage. The teacher is not only sitting on her chair, but she also checks every student in the class.

4.2.2 The Problems Faced by the English Teacher in Applying Classroom Management

Based on research finding, there are several problems when applied classroom management. Based on the interview with the English teacher in SMA Inshafuddin Banda Aceh, there were two big problems; Students' Dicipline and Students' Habit.

4.2.2.1 Students' Discipline

The most dominant problem in applied classroom management is the discipline of the students. According to Garret (2014:77) in a classic study that still provides the foundation for current thinking about preventing discipline problems. Based on the interview, the most dominant factor that influencing the

classroom management in the teaching and learning process is students' discipline. The students are lack of discipline in undergoing the rules that have regulated together. The students usually talk to their friends when the teacher is explaining the material. It might disturbed the teaching learning activity.

4.2.2.2 Students' Habit

Students' habit is very crucial in teaching and leaning process. It is one of the important aspects of successful teaching and learning process. Based on the finding of the interview, it shows that sometimes the students breaks the rules that have regulated by the teacher. For instance, some of the students often came late to the class while the teaching and learning process is going on. Therefore, the teacher gives them punishment such as translating articles, writing some vocabularies, or deposit some vocabularies.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the result of the analysis of English teacher' classroom management in teaching English.

5.1 Conclusion

Based on the research finding and discussion, the researcher concludes that there are several aspects of classroom management applied by the Englsih teacher of class X IPS at SMA Inshafuddin Banda Aceh. They are physical design of classroom, rules and routines, relationships, enganging and motivating instruction, discipline, teacher talking time (TTT), voice management, and physical presence. Based on the result of discussion, most of the aspects of classroom management is implemented very well by the teacher.

Meanwhile, the problem faced by the Englsih teacher of Class X IPS in implementing the classroom management are students' habit and class discipline. The students are lack of discipline in undergoing the rules that have been regulated together, Furthermore, there are a number of students who lazy to make the assignment and homework given by the teacher.

5.2 Suggestion

According to the result of analysis of the English teacher's classroom management in teaching English, there are several suggestions for teaching and learning English are proposed as follow:

1. For teachers

    The teachers should know how to manage a classroom. By applying a good classroom management, the teaching and learning process would provide a good communication between teacher and students in the classroom. Therefore, the teaching and learning process will go well.

2. For other researchers

    Researchers who are interested in classroom management field and all problems related to classroom management faced by teachers and students may refer to this research. Besides, they may concern to its gap.

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APPENDIX 1

OBSERVATION CHECKLIST

ENGLISH TEACHER'S CLASSROOM MANAGEMENT AT SMA INSHAFUDDIN BANDA ACEH

Day/Date   :

Class   :

No.	Aspek yang diteliti	Ya	Tidak	Deskripsi
1.	Physical Design of Classroom 1. The teacher sets the seating arrangement so that the teacher has a clear view of all the students and the students can all see the teacher	√		
	2. The teacher sets where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on.	√		
2.	Rules and Routines 1. The teacher establishes class rules and routines to make teaching and learning running well	√		
	2. The teacher obey and consistent to follow the rules and routines	√		
3.	Relationships 1. The teacher cares and supports the students in the teaching and learning process	√		

No.	Aspect	√		
	2. The teacher promote the supportive relation among student	√		
4.	Engaging and Motivating Instruction 1. The teacher develops instruction that engages learners, and she carefully plans her instruction to the students	√		
	2. The teacher motivate the students to be spirit in undergoing the teaching and learning process	\√		
5.	Discipline 1. The teacher gives punishment to the students who did misbehaviour	√		
	2. The teacher advise her students to prevent the students' misbehaviour	√		
6.	Teacher Talking Time (TTT) 1. The teacher is able to minimize the teacher talking time and maximize the students talking time	√		

	2. The teacher actively using drills or a conversational activity so that the students have a chance to talk	√		
7.	Voice Management 1. The teacher voice is audible so that the students at the back of the class can hear her voice just as well as those at the front	√		
	2. The teacher's voice change naturally according to the situation.	√		
8.	Physical Presence 1. The teacher allows the students freedom during activation control in the class	√		
	2. The teacher standing in front of students during language presentation to get attention of the students.	√		

THE QUESTIONS FOR INTERVIEW (HOW IS THE FIRST GRADE ENGLISH

TEACHER'S CLASSROOM MANAGEMENT AT SMA INSHAFUDDIN)

Date   **: 11 Januari 2021**

Interviewer   **: Jumaina Iis, S.Pd.**

Place   **: SMA Inshafuddin Banda Aceh**

1. How do you apply the classroom management in the teaching and learning process? *(Bagaimana ibu menerapkan manajemen kelas saat proses belajar mengajar dikelas)?*

   Jawab : " Mmmm.. pastinya kalau manajemen kelas itu kan ada ketua kelasnya, ada bendahara kelasnya, dan juga ada sekretaris kelas. Mereka itu yang mengatur bagaimana kondisi siswa, jadi mereka itu sudah disiapkan sebelum ikut belajar (proses belajar mengajar), ketua kelas kan ada tugasnya dalam mengatur kelas, sekretaris mengatur administrasi yang masuk dikelas, apakah surat izin atau surat menyurat lainnya. Begitu juga bendahara, sudah ada tugasnya masing – masing.

2. How do you build the communication between teacher and students in the classroom? *(Bagaimana cara ibu membangun komunikasi antara guru dengan siswa didalam kelas)?*

   Jawab: Eeee, kalau membangun komunikasi di dalam kelas itu semua murid kan bebas berkomunikasi dengan gurunya. Apabila mereka mendapatkan suatu kesulitan didalam pembelajarannya mereka dengan mudah bisa bertanya. Tapi jangan lupa

juga ketika mereka mau bertanya itu pastinya mereka harus teratur kan, tunjuk tangan dulu, tidak semuanya sekalian ngomong.

3. What will you do if there are students who disturb the teaching and learning process? *(Apakah yang akan ibu lakukan jika ada siswa yang mengganggu proses belajar mengajar dikelas)?*

   Jawab: Eeee.. kalau untuk mengganggu proses belajar mengajar dikelas kayaknya untuk kita tingkat SMA kayaknya tidak ada karna kita bukan anak SD ya,kalau misalkan di SD iya, mungkin ada yang lasak, tapi kalau di SMA kayaknya itu tidak ada. Kalaupun ada itu kayaknya hal yang paling kecil kemungkinannya, kalau misalnya pun ada satu atau dua siswa paling kita panggil aja atau tegur saja langsung mengerti.

4. Is there any punishment for the students who disturb the teaching and learning process? *(Apakah ada hukuman untuk siswa yang mengganggu proses belajar mengajar di kelas)?*

   Jawab: Kalau misalnya ada, mungkin untuk pertama kali kita kasih teguran aja, kalau berlebihan tidak pernah ada. Tapi tetap kita beri tahu, kalau misalnya ada yang berlebiahan pasti ada hukumannya.

5. What are the treatment that given to the students who disturb the teaching and learning process in the class? *(Apakah treatment yg diberikan untuk siswa yang mengganggu proses belajar mengajar di kelas)?*

   Jawab: Treatmennya ya seperti hukuman tadi kalau memang ada yang mengganggu.

6. Is there any reward for the students who got high score in the classroom? *(Apakah ada hadiah atau penghargaan untuk siswa yang mendapatkan nilai yg bagus di dalam kelas)?*

Jawab: Eeee.. itu biasanya kita berikan reward itu ketika diakhir semester, jadi ketika pembagian raport, nah disitu kita sediakan reward untuk juara 1,2,3 ada biasanya.

THE QUESTIONS FOR INTERVIEW (WHAT ARE THE PROBLEMS FACED BY THE FIRST GRADE ENGLISH TEACHER'S CLASSROOM MANAGEMENT AT SMA INSHAFUDDIN)

1. What are the problems that you face when applying the classroom management in teaching and learning process? *(Masalah – masalah apa yang ibu hadapi ketika menerapkan manajemen kelas tersebut saat proses belajar mengajar dikelas?)*

   Jawab: Eeee... kadang – kadang kan kita udah bilang nih, waktu masuknya kita kan udah tentukan nih, harus masuk tepat waktu, kan ada beberpa aturan yang harus mereka patuhi. Kalau misalnya ada yang melanggar aturan itu, pastinya dapat hukuman. Hukumannya itu bisa berupa menerjemahkan kertas bacaan, atau menuliskan beberapa vocab, atau menyetorkan vocab.

2. What are the problems that you face in managing the group learning in teaching and learning process? *(Apakah masalah – masalah yang ibu hadapi dalam mengatur grup pada proses belajar mengajar ?)*

   Jawab: Kita jarang sekali buat grup dalam pembelajaran, jadi nyaris tidak pernah ada masalah.

3. How do you deal with those problems? *(Bagaimana cara ibu untuk menghadapi masalah – masalah yang tersebut)?*

   Jawab: Tidak ada masalah

4. Usually, what factors that influencing the classroom management in the teaching and learning process? *(Biasanya, apa saja faktor yang mempengaruhi manajemen kelas pada saat proses belajar mengajar)?*

   Jawab: Faktor yang paling dominan itu kedisiplinan mereka dalam menjalankan aturan yang sudah kita tetapkan bersama.

5. Is there any improvement of the students' learning outcomes after applying the classroom management in teaching and learning process? *(Apakah ada kemajuan dari hasil belajar siswa setelah ibu menerapkan management kelas dalam proses belajar mengajar?)*

Jawaban: Iya ada. Kemajuannya sangat nampak, beberapa guru mata pelajaran yang lain itu kasih tau kalau siswa dikelas saya itu lebih rajin, lebih teratur dalam menjawab soal – soal atau dalam mengumpulkan tugas – tugas. Mereka lebih unggul dibandingkan kelas yang lain.