

**A DESCRIPTIVE STUDY ON CLASSROOM
MANAGEMENT CONDUCTED BY ENGLISH TEACHER
AT THE THIRD YEAR OF MTs N KLATEN IN
ACADEMIC YEAR 2017/2018**

THESIS

Submitted as A Partial Requirements

For the Degree of Undergraduate in English Education Department



By:

Endah Kurtianti

SRN. 133221179

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

2017

ADVISORS SHEET

Subject : Thesis of Endah Kurtianti

SRN : 133221179

To:

The Dean of Islamic Education and
Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary a device, as the advisor I stated that the thesis of:

Name : Endah Kurtianti

SRN : 133221179

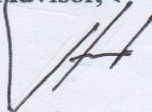
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Surakarta, November 24th 2017

Advisor,


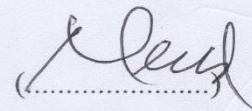
Hj. Fithriyah Nurul Hidayati, M. Pd

NIP. 19820725 200912 2 006

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “A Descriptive Study on Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in Academic Year 2017/2018” by Endah Kurtianti has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate Degree in English Education Department.

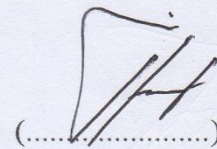
Chairman : **Muntaha, M.Pd.**



(.....)

NIP. 19850221 201503 1 003

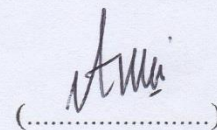
Secretary : **Hj. Fithriyah Nurul Hidayati, M. Pd.**



(.....)

NIP. 19820725 200912 2 006

Main Examiner: **Novianni Anggraini, M.Pd.**



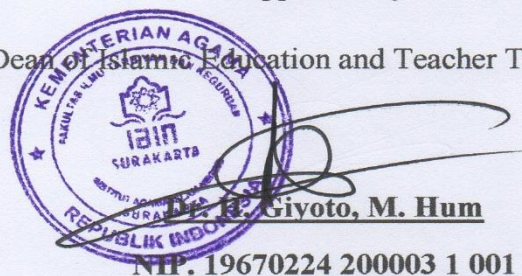
(.....)

NIP. 19830130 201101 2 008

Surakarta, December 7th 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty



H. M. Giyoto, M. Hum
NIP. 19670224 200003 1 001

DEDICATION

This thesis is dedicated to:

1. The researcher's beloved parents: Suwarno and Anem Ariyati, for loving without any condition.
2. The researcher's beloved brothers: Sapardi and Febri Eksan Yulianto who always be the friends in the home and help each other.
3. The researcher's students who have given real experiences in teaching.
4. The researcher's almamater IAIN Surakarta.

MOTTO

Be not sad (or afraid), surely Allah is with us

Quran, 9: 40

I am indebted to my father for living, but to my teachers for living well.

(Alexander of Macedon)

*Belajar tanpa berpikir itu tidaklah berguna, tapi berpikir tanpa belajar itu
sangatlah berbahaya!*

(Ir. Soekarno)

PRONOUNCEMENT

Name : Endah Kurtianti
SRN : 133221179
Study Program : English Education Department
Faculty : Islamic and Teacher Training

I hereby sincerely state that the thesis titled “A DESCRIPTIVE STUDY ON CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE THIRD YEAR OF MTs N KLATEN IN ACADEMIC YEAR 2017/2018” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, December 7th 2017

Stated by,



Endah Kurtianti

SRN. 133221179

AKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “A Descriptive Study on Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in Academic Year 2017/2018.” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

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

Surakarta, December 7th 2017

The researcher,

Endah Kurtianti

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ABSTRACT

Endah Kurtianti. 2017. *A Descriptive Study on Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in Academic Year 2017/2018*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisors : Hj. Fithriyah Nurul Hidayati, M.Pd

Keywords: classroom management, students' responses, teacher.

There is a problem that most of male students made noise during the learning activity. The aims of this research are intended to know how classroom management is conducted by teacher and how students respond it.

This research was descriptive-qualitative research. The research was done in MTs N Klaten. This research involved students of IX-A which consists of 32 students and the English teacher. The data were collected from the observation, interview, and questionnaire. Observation and interview were used to collect data about classroom management and students' responses, while questionnaire was used to gain data about students' responses. The researcher observed learning activity to know the real process of classroom management. The researcher interviewed the teacher and eight students randomly. Techniques of analyzing data used data reduction, data presentation, and data conclusion. This research used triangulation of method to check validity of the data.

The result of the research shows 1) Teacher conducted classroom management elements proposed by Scrivener. They are first, seating and grouping: orderly rows; joining two table into one; group work; and single. Second, activities: teacher had preparation before the lesson; and closed the activity. Teacher organized the students so that they can do the activity or section, on the other hand teacher gave less clear instructions. Third, authority: teacher gathered and hold students' attention; involved students in learning; established authority. Forth, critical moments: teacher started the lesson; deal with unexpected problems; maintained appropriate discipline; and finished the lesson. Fifth, tools and techniques: teacher used the board; used gestures to help clarity of instructions and explanations; and spoke clearly at an appropriate volume and speed; used silence. Sixth, working with people: teacher spread attention evenly and appropriately; used intuition to gauge what students are feeling; and really listened to students. 2) Students' responses toward classroom management were 29% of students feel they are less confident toward themselves and they feel that they are alone; 31% of students take themselves out from several discomforts; while 40% of students show their willingness to learn by giving hard effort in learning.

CHAPTER I

INTRODUCTION

A. Background of the Study

A teacher has the role for maintaining the conditions of the class, whether it will be controlled or not. Teacher plays significant role in managing class room. The way teacher assists the students determines the success of the teaching learning process. Teacher is a manager as stated by Davies (1971: 38) a teacher as a manager conducts a planning, which has difficulties about: instructional syllabus, the structure of the topic will be discussed, time allocation, and learning sources.

Teacher should pay attention to the physical classroom condition. Physical condition can be about seating arrangement, classroom design, and media. Managing classroom is not only about maintaining the condition but also the condition of class itself which should be retained well. Seating arrangement as a part of physical classroom condition has to be adjusted. Seating arrangements in Indonesia are mostly similar on years. Teacher sits in front of the students while the students sit in rows or traditional pattern.

The existence of media determines the learning activity. For example if learning requires an overhead projector but there is no such thing there, the teacher needs to take from the teacher office. As a result, the learning activity runs slower. While classroom psychological environment, can be creating interesting situation in class and creating routine and class rule.

Teacher's ability to conduct responsive teaching can be stated managing classroom well. Since the interactions between teacher-students, students-teacher, and students with their peers should exist in the class. The availability of equipments also contribute the successful of learning. Media facilitate in conducting the lesson. The use of certain media can attract the students' attention. All the teacher abilities mentioned above are requirements to create good environment of classroom.

The researcher conducted pre-observation in MTs N Klaten, in class taught by Indah Ekiyanti L., M. Pd. The pre-observations were conducted during teacher training for five times. The first pre-observation was conducted on Wednesday, September 20th 2016. The teacher taught in class IX-H. The material was part of speech. Female students were noisy. Teacher said that the class was the noisiest. Students were asked to compose five sentences in group. Teacher did not use media. Teacher delivered the material by explaining or writing it on the white board. Several male students made noise by bullying friends by calling them with other names. Some of them did not want to work when they were in the group. Teacher organized students in making group by counting them one until five. Teacher used English in moving to the next transition but she translated into Indonesian language. In delivering the material, teacher also used Javanese.

The second pre-observation was conducted on Wednesday, November 21st 2016 in class VII-H. Teacher delivered material about Day and Date. Teacher pronounced the day three times then she was followed by students.

Teacher used loud voice. Teacher said that students should know the pronunciation first so they could easily memorized the name of days. There was a male student who could not read fluently. Most of male students were noisy. Teacher announced that if they were very noisy, they may go out from the class. There were about five students did not do the homework. Teacher gave them “lazy predicate”. Teacher made correction of students’ home works. Teacher required students to wrap their books with yellow cover. On the other hand, there were still any students who have not wrapped the book with yellow cover.

The third pre-observation was conducted on Thursday, September 22nd 2016 in class IX-G. Teacher delivered the same material like in class IX-H. On the other hand, the task was different. Students were asked to arrange the jumbled words into good sentences. Teacher did not use any other media. In class IX-G the students were in quiet condition. It means that they did not make much noise like in class IX-G. They were also active in group discussion.

The forth pre-observation was conducted on Saturday, September 24th 2016 in class IX-G. Teacher continued the previous material. In that day, students were asked to identify the part of speeches found in report text entitled “Tsunami” by underlining them by using the different color pen. Students worked in group. Teacher organized students in making group by counting them one until five. Teacher asked students to submit their works although they have not finished.

In the fifth pre-observation which was conducted on Thursday, September 29th 2017 teacher did not ask student to work in group because she delivered material about announcement. Students took a note of it. Teacher set rule at the first meeting of year for instance use of yellow cover on the note book. The existence of media is less complete because the school just has two overhead projectors. Teacher used it in turn with other teachers. It may cause such problem because the installation needs several minutes.

Based on the pre-observation, the seating arrangements used were orderly rows; teacher sat in front of while, students sat in rows. The whiteboard was hanging in front of the classroom. The ink was just one in the teacher office so if the board-marker is run out of ink, several students were asked to fill the ink in. There were several disruptive students. This case was surely challenging. Teacher warned students at the first they made noise or disturbance. Teacher told that if students bothered the learning activity, he would be taken out from class.

Teacher could manage the class well enough because she also teaches university students. In giving instruction, teacher used English at first, then she translated in Indonesian language. Students were asking teacher when they worked in group because they did not understand the instruction entirely, but they did not ask directly after the instructions were given. Almost in every single transition, teacher used English to speak up with the students. Teacher's voice was in appropriate volume and speed and it was also audible. At the beginning of the meeting, teacher stated the learning objective on the

other hand, teacher did not always conclude because time was up. Actually it does not always need conclusion when the material should be continued in the next meetings. On the other hand, several female students still made noise.

The researcher wants to find out how teacher physically and psychologically manage classroom. In MTs N Klaten grade IX consists of eight classes taught by three teachers who have different style of teaching and education background. It causes the different ways in managing classroom. The researcher wants to gain the data in Indah Ekiyanti L., M. Pd.'s class (IX-A). From the description above, the researcher is interested in carrying out the study **“A DESCRIPTIVE STUDY ON CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE THIRD YEAR OF MTs N KLATEN IN ACADEMIC YEAR 2017/2018”**.

B. Limitation of the Problem

This research is intended to know: how the classroom management conducted by teacher and problems faced by the teachers.

C. Problem Statement

This research attempts to address the following questions:

1. How is the classroom management conducted by English teacher at the third year of MTs N Klaten in academic year 2017/2018?
2. How are students' responses toward classroom management conducted by English teacher at the third year of MTs N Klaten in academic year 2017/2018?

D. Objectives of the Study

The objective of present study is to find out:

1. The classroom management conducted by English teacher at the first year of MTs N Klaten in academic year 2016/2017.
2. Students' responses toward classroom management conducted by English teacher at the first year of MTs N Klaten in academic year 2016/2017.

E. Benefit of the Study

The study expected to give some contributions. The contribution can be distinguished into theoretical benefits are as follow:

1. Theoretical Benefit

The theoretical benefit of the research is being helpful information and useful references to the next study. The result of the research is expected to give contribution to the classroom management in the first year of MTs N Klaten in academic year 2016/2017.

2. Practical Benefit

a. For teacher

These results of this study can be used as reference for the teachers in classroom management, so that teachers can improve their abilities to manage the classroom.

b. For the researcher

The result of this study can be very useful information for researcher as a prospective teacher.

c. For other researcher

The result of this study can be additional references for other researchers who conduct research related to classroom management.

F. Definition of Key Terms

To avoid misunderstanding in the study, the researcher gives definitions of terms that are often found in the study, such as:

1. Descriptive study:

Kothari (2004: 37) defined descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else.

2. Classroom management:

Classroom management is how teacher handle the classroom whether in physical or psychological; physical means the condition of class while psychological means the students' behavior as a response to the teacher.

Medland (1984: 1) defined classroom management ensures that students' social behavior is compatible with whatever academic program teachers present and motivates students to progress in academic achievement.

3. Students' responses:

According to Mardiana (2015) student's response is a reaction given or shown by students in teaching learning interaction and it has characteristic as educative one. That response shown by students in teaching learning interaction through scientific attitude as opened and closed behaviors which can be measured by several indicators.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Definition of Classroom Management

Classroom management refers to the teacher's control to the students. How to manage the class is really important in maintaining the conducive of classroom. The success of teaching and learning activities depends on this classroom management. According to Marsh (1996: 143) classroom management aims to provide effective learning opportunities for students on planned activities, whether they are teacher-directed or student-initiated, the greater learning. Students as the members of the class should be activated to take part in the classroom.

Cruickshank, et al (2014: 166) states that classroom management is decision and procedure to maintain the class where the teaching and learning are conducted. According to Scrivener (2005: 79) classroom management involves both decisions and action. The decision is made by observing the

classroom situation. Teacher as a decision maker have to decide an action to overcome anything happen in the classroom included disruption.

Based on several theories above, the researcher concludes classroom management deals with controlling and managing the classroom to be effective teaching and tackling the problems happen in learning activity. Students as diverse humans need acceptance from teachers. Teacher should be equitable in accommodating attentions to the students.

B. Classroom Management Elements

Scrivener (2005: 79) pointed out common classroom management include: grouping and seating, activities, authority, critical moments, tools and techniques, work with people. Below are the explanations:

1. Grouping and Seating

These areas include several sub area below:

a. Forming groupings (singles, pairs, groups, mingle, plenary)

Several activities in class require teacher to divide student whether the task will be done individually or in group discussions. Teacher has freedom to give a different organizational instructional whether students choose their pairs by themselves, choosing group randomly.

Scrivener (2005: 84) listed some common types of student grouping in the classroom are whole class working together with teacher; whole class moving around and mixing together as individuals (a 'mingle'); small groups (three to eight people); pairs;

individual work. Varying groupings is one way of enabling a variety of experiences for the learners.

There are many different ideas, point of view of the whole class work. The interaction is from the students to the teacher and the teacher to the student. In whole class work, students are less active because there is no enough time for students to speak up to their friends. In group work, students are more comfortable in showing their opinion. It happens because they consider their friend as really a friend so that nothing gap. Discussion may use this type of work. In group work, students are free to speak up because they consider that there is no expert there. It is different when students speak up in front of the teacher, they will have anxiety if they make a mistake. The communication is not just one direction communication.

Pair work consists of two students so the condition tends to be conducive. As a consequence, the cooperation is easier to be done. Individual work allows students to accomplish the assessment based on their willingness so they can measure their abilities. According to Brown (2000: 178) there are several advantages of group work for English class: generating interactive language; offering an embracing affective climate; promoting learner responsibility and autonomy; a step toward individualizing instruction.

- b. Arranging and rearranging seating

Seating arrangements in Indonesia are mostly called traditional. It means teacher sit in front of the students and they sit in rows. As a consequence, lecturing method is still mostly used. This method cannot always be applied because several certain of materials require teacher to modify the methods of delivering material.

Changing seating arrangements can help students interact with different people, change the focus from teacher when appropriate and allow a range of different situations to be recreated within the classroom.

The following are three types of seating proposed by Harmer, each seating arrangement has its own advantages and disadvantages. (2007: 41-43):

1) Orderly Rows

Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangement. 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.

Orderly rows imply teachers working with the whole class. When we are teaching a whole class of students who are sitting in orderly rows, it is vitally important to make sure that

we keep everyone involved in what we are doing. 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.

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.

In a circle or a horseshoe, no such disruption is necessary. The classroom is thus a more intimate place and the potential for students to share feelings and information through talking, eye contact or expressive body movements (eyebrow-raising, shoulder-shrugging, etc) is far greater.

3) Separate tables

Even circles and horseshoes seem rather formal compared to classes where students are seated in small groups at individual tables. In such classrooms, teacher might see the teacher walking around checking the students' work and helping out if they are having difficulties- prompting the students at this

table, or explaining something to the students at that table in the corner.

However, this arrangement is not without its own problems. In the first place, students may not always want to be with the same colleagues; indeed, their preferences may change over time. Secondly, it makes 'whole-class' teaching more difficult, since the students are more diffuse and separated.

Figure 2.1 below shows different seating arrangement in class.

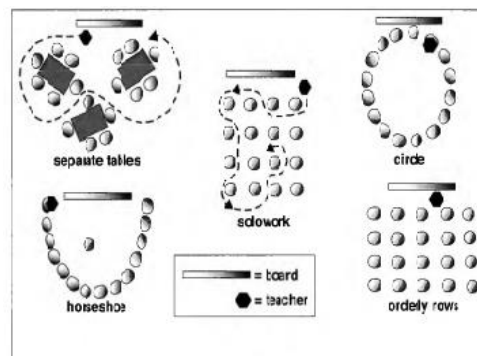


Figure 2.1 Different Seating Arrangement in Class

Besides, Scrivener (2005: 88) found a number of other arrangements were possible. The horseshoe arrangement, particularly, proved very suitable for the English classes. Figure 2.2 shows alternative seating arrangements.

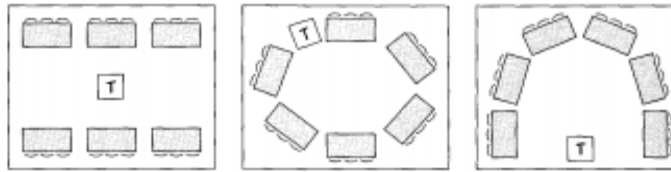


Figure 2.2 Alternative Seating Arrangement

c. Deciding where teacher will stand or sit

As a teacher, avoid to have much sitting in the chair. The teacher should monitor or participate in every class activities. Teacher who is actively monitoring will be walking around, viewing and listening in to many different groups and frequently offering spontaneous advice and corrections, as well as responding to requests and questions from students.

Scrivener (2005: 94) pointed out that teacher may also relax and stop being a teacher for a while, it means letting students to solve the problem by themselves. Teacher may sit in the corner of the class or even been out of the room for a while. Teacher may also sit down and join a group and take part as if he was one of the group, offering ideas, helping with questions, joining in discussions. Teacher should move on to another group.

d. Reforming class as a whole group after activities

Teacher may ask students what was easy or difficult; help them with expressions or vocabulary they ask for – or use other feedback ideas.

2. Activities

a. Sequencing Activities

Scrivener (2005: 44) mentioned a basic route-map plan for running a simple EFL activity:

- 1) Before the lesson: familiarize our shelves with the material and activity; prepare any materials or texts you need.
- 2) In class: lead-in/prepare for the activity.
- 3) Set up the activity (or section of activity), i.e. give instructions, make groupings, etc.
- 4) Run the activity (or section): students do the activity, maybe in pairs or small groups while teacher monitor and help.
- 5) Close the activity (or section) and invite feedback from the students.
- 6) Post-activity: do any appropriate follow-on work.

b. Setting up Activities

According to Scrivener (2005: 45) teacher does the following steps:

- 1) Organize the students so that they can do the activity or section. (This may involve making pairs or groups, moving the seating, etc.).

- 2) Give clear instructions for the activity. A demonstration or example is usually much more effective than a long explanation.
- 3) Teacher may wish to check back that the instructions have been understood.

After teacher had given the instruction, teacher had to check whether students have been understood. A simple way is to ask a student or two to repeat them back to teacher: ‘So, Jose, what are you going to do? In this way teacher satisfies himself that the task has been understood. Having done that, teacher monitors the start of the activity to see if they do what teacher wanted (Scrivener, 2005: 106).

Questions such as ‘Do you understand?’ are often useless. If teacher gets a ‘Yes’ reply, it could mean ‘I’m nervous about

seeming stupid’ or ‘I don’t want to waste the class’ time any more’ or ‘I think understand, but...’.

- 4) In some activities, it may be useful to allow some individual work (e.g. thinking through a problem, listing answers, etc.) before the students get together with others.

c. Giving Instructions

Instruction should be clear delivered to the students to avoid misunderstanding. It may cause the noise of the class. Meanwhile, students will not carry out the task as teacher had planned. Students who do not understand the instruction prefer to make noise.

To create an English atmosphere in the class, teacher may use English in giving the instruction. Teacher should aware that students' own languages are not English so he needs to translate the instruction. Sometimes an activity cannot be done by students is not because they cannot do that, but it is caused by the teacher who failed to give instruction.

An essentially simple activity can become impossible, not because the students could not do it, but because they did not understand what to do. Often students are judged to have failed when it is actually the teacher who failed to clarify what was required Scrivener (2005: 90).

Five steps towards better instruction still proposed by Scrivener (2005: 90-91) are as follows:

- 1) Become aware of own instruction-giving (listen to ourselves; record ourselves; ask others to watch us and give feedback).
- 2) For a while, preplan essential instructions. Analyze the instruction beforehand so as to include only the essential information in simple, clear language, and sequence it in a sensible order. Use

short sentences-one sentence for each key piece of information. Do not say things that are visible or obvious. Do not give instructions that they do not need to know at this point.

- 3) Create a silence beforehand, make eye contact with as many students as possible, find an authoritative tone, make sure they are listening before you start. Use silence and gestures to pace instructions and clarify their meaning.
- 4) Demonstrate rather than explain wherever possible.
- 5) Check that students have understood what to do. Getting one or two students to tell you what they are going to do is one very simple way of achieving this. (e.g. 'So, Georgi, what are you going to do first?').

d. Monitoring Activities

Teacher wanders round and look at what students are doing; sits down and works with separate groups one by one if possible, joining in the tasks as a participant; and listen carefully to as many students as possible, going over and correcting mistake you catch them, offering ideas when students get stuck, etc. According to Scrivener (2005: 94) a teacher who is actively monitoring will be walking around, viewing and listening into many different groups and frequently offering spontaneous advice and corrections, as well as responding to requests and questions from students.

e. Timing Activities (and the lesson as a whole)

Timing activities need to be considered in order to optimize students' abilities. The class may start with students working quietly at their seats. Scrivener (2005: 49) stated that it is likely to start with individual thinking and note-taking, which may then be followed by comparing in pairs, small groups or whole class.

The next activity should then involve a change of pace, such as a demonstration, discussion, or some small group hands-on activity. This activity should involve interactions between the students and the teacher, and could last approximately fifteen to twenty minutes. The next fifteen to twenty minutes could be devoted to an activity which involved student-to-student interactions in small groups. The last ten to fifteen minutes would then be devoted to quiet individual assignments. No general agreement exists for the proper number, sequence, or duration of activities for purpose of variety, but activities requiring students to be passive for extended periods should be avoided (Montague, 1987: 260-261).

f. Bringing Activities to An End

Scrivener (2005: 44) explained that close the activity (or section) and invite feedback from the students. Giving feedback is really important in this activity. According to Nunan (1991: 197) much of the feedback provided by teachers often seems to be rather automatic, and its ultimate effect on the learners is doubtful. For instance, Good, All Right, Okay, Clock?, What?, Very Good, The...?. Feedback session in the end of discussion is so worth.

3. Authority

a. Gathering and Holding Attention

Scrivener (2005: 92) mentioned the ways to get attention before giving instruction, giving an explanation, etc.:

- 1) Start making eye contact with as many as possible.
- 2) Establish a gesture that means teacher wants to speak (e.g. cupped hand to your ear or holding your hand up).
- 3) Just wait.
- 4) Do not look impatient or anxious. Keep moving your eyes around the room from person to person, patiently.
- 5) Think of this as ‘gathering attention’. Enjoy it.
- 6) Wait as long as necessary until there is silence and people are looking your way.
- 7) If this does not work, do not alter it dramatically. Just add in a clear attention-drawing word such as ‘OK’. Say it once and then go back to the waiting.

b. Deciding Who Does What

Each student should do or present any activity to gain the knowledge. Teacher may ask any student to read, write, or speak up about the material discussed. Scrivener (2005: 83) stated that classroom decisions and actions are also greatly determined by teacher’s own attitudes, intentions, beliefs and values. For example teacher may ask a student to write on the board (rather than doing it himself). This decision may have grown from his intention to involve students more in the routine duties of the class. This may itself have grown from teacher’s belief that trusting students more and sharing

some responsibility with them is a useful way of increasing their involvement in the learning process.

c. Establishing or Relinquishing Authority is Possible

Scrivener (2005: 106) said that teacher should be clear. Teacher should say what she need to say without hiding it. If he wants to stop an activity, he may say ‘Stop now, please’. Teacher feels his own natural authority and let it speak clearly. According to Esmaeili, et al (2015: 2) authority concept has close relation with the concept of power and influence. Authority means legitimate power. Authority is meant as power based upon satisfaction. Teacher for having dominance to the classroom need to have authority, because anyone as a responsible position should have authority for being able to accomplish its tasks.

d. Getting Someone to Do Something

Teacher may invite students to talk or speak up. According to Mulyati (2013: 5) by inviting his students to talk, the students are expected to get into the routines of constructing questions from noun clause even in achieving this automaticity the students take a long time. In maximising student interaction in class, encourage interaction between students rather than only between student and teacher, and teacher and student. Get student to ask questions, give explanations, expressions to encourage them to speak and listen to each other (Scrivener, 2005: 86)

4. Critical Moments

a. Starting the Lesson

According to Harmer (2007: 40) when we arrive in the classroom, we need to start the lesson off in such a way that the students' interest is aroused so that they become engaged. Where possible and appropriate, we will tell the students what they will be doing or, in a different kind of lesson, discuss with them what they can achieve as a result of what they are going to do. Teacher should not always directly state what they are going to do to give any surprise. Typical lead-ins mentioned by Scrivener (2005: 44-45) are:

draw a picture connected to the topic; write up/read out a sentence stating a viewpoint; tell a short personal anecdote related to the subject; ask students if they have ever been/seen/done/etc; hand out a short text related to the topic; play 'devil's advocate and make a strong/controversial statement; write a key word (maybe the topic name) in the centre of a word-cloud on the board and elicit vocabulary from students which is added to board.

b. Dealing with Unexpected Problems

According to Scrivener (2005: 105) there were some unexpected problems: nothing else is happening in the classroom, teacher gets more language practice, complicated and unclear instruction. Unexpected problems can be students' misbehavior. A common cause of boredom in classroom is when the material used is too difficult or too easy. Students often prefer talk with their friends to pay attention on their teachers. Misbehavior can be a discipline problem. Most so called discipline problems are caused by two types of students:

disruptive students and students who are too apathetic or withdrawn to participate in class discussion or to do their homework (Samalonis, 1970: 103).

To cope with the misbehavior, teacher should arrange a discipline plan. According to Canter in Evans (2005: 43) a discipline plan includes maximum of five consequences for misbehavior, but teachers must choose consequences with which they are comfortable. For example, the first time a student breaks a rule, the student is warned. The second infraction brings a 10-minute timeout; the third infraction, a 15-minute timeout. The fourth time a student breaks a rule, the teacher calls the parents; the fifth time, the student goes to the principal.

c. Maintaining Appropriate Discipline

Ebert II and Culyer (2014: 202) points out discipline refers to actions a teacher takes after misbehavior has occurred. The efficacy of discipline in a teacher's classroom will be directly related to the rules established for the class, the consequences announced, and the enforcement, or non-enforcement, of the consequences.

In line with this, Canter in Evans (2005: 43) states that it is vital for classroom teachers to have a systematic discipline plan that explains exactly what will happen when students choose to misbehave. By telling the students at the beginning of the school year what the consequences will be, teachers insure that all students know what to

expect in the classroom. A written plan can be sent home to parents, who then know beforehand what the teacher's standards are and what will be done when students choose to misbehave.

d. Finishing the Lesson

Harmer (2007: 40) stated when we have brought an activity or a lesson to a finish, it helps if we provide some kind of closure: a summary of what has happened, perhaps, or a prediction of what will take place in the next lesson. Sometimes, teachers find themselves in the middle of something when the bell goes.

This is unfortunate because it leaves unfinished business behind and a sense of incompleteness. It is much better to round the lesson off successfully. Ideally, too, we will be able to give the students some idea of what they will be doing next, and create enthusiasm for it so that they come to their next lesson with a positive attitude.

In closing the activity, Scrivener (2005: 45) mentioned several steps:

- 1) Allow the activity or section to close properly. Rather than suddenly stopping the activity at a random point, try to sense when the students are ready to move on.

- 2) If different groups are finishing at different times, make a judgment about when coming together as a whole class would be useful to most people.
- 3) If teacher want to close the activity while many students are still working, give a time warning (e.g. 'Finish the item you are working on' or 'Two minutes').

5. Tools and Techniques

a. Using the Board and Other Classroom Equipment or Aids

The main important source in class is board. At the start of lesson, teacher draws a few dividing lines on the board, e.g. to form two columns and three larger working areas, like this (Scrivener, 2005: 96):

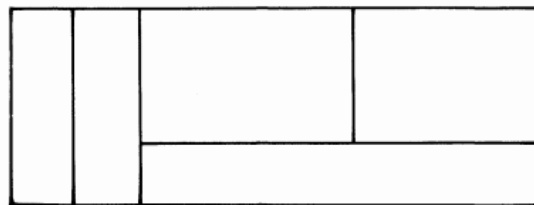


Figure 2.3 Dividing Lines on the Board

Teacher uses these areas to help him organize different content as teacher writes it up, keeping different kinds of things to separate of the board, for example:

- 1) A vocabulary column for new words, with a second column for example sentences and notes;
- 2) A substitution table for a new grammar item;

- 3) A space to stick up sketch to help when telling a story;
- 4) Questions for students to think about when listening to a recording.

Below are a few more board thoughts:

- 1) Try to avoid long teacher-writing times while students are just watching and waiting.
- 2) Whenever possible, find opportunities to write things up on the board while students are working on other things, so that teacher ready when they finish.
- 3) It requires a slightly sideways position, which will feel odd at first, but it allows teacher to talk to students, ask questions and look around, all of which can be very helpful in maintaining a good working atmosphere.

Teacher may also draw in the board (board drawing). According to Scrivener (2005: 97) one picture is often worth for many unnecessary words. For the quick explanation of vocabulary items, for setting up a discussion, a dialogue or role-play, for story-building, teacher needs pictures. Remember that the pictures alone are usually only a starting point. They do not need to do all the work-build from them with questions and discussion.

The classroom may be construed to include any equipment teacher may be using. If teacher is using electrical equipment (an overhead projector or a video player), make sure that:

- 1) The room has outlets,

- 2) The equipments fit comfortably in the room,
- 3) Everyone can see (and/or hear) the visual/auditory stimulus,
- 4) Teacher leaves enough time before and after class to get the equipment and return it to its proper place,
- 5) The machine actually works,
- 6) Teacher knows how to operate it,
- 7) There is an extra light bulb or battery or whatever else teacher will need if a routine replacement is in order.

Teacher would be surprised how many lesson plans get thrown out the window because of some very minor practicality surrounding the use of equipment.

b. Using Gestures to Help Clarity of Instructions and Explanations

Gesture can mean different in each country. Learner will need to learn the meanings of gestures, giving oral instruction while using gestures, they will soon associate the gesture alone with the gesture.

The following are such kinds of gesture as proposed by Scrivener (2005: 95):

- 1) Work in pairs;
- 2) What do you think?'
- 3) Stand up;
- 4) Give a longer answer;
- 5) Five minutes left;

6) Don't show your information sheet to your partner.

Figure 2. 4 below shows kinds of gestures.



Figure 2.4 Kinds of Gestures

Teachers also use gestures such as shrugging the shoulders for ‘who cares?’ or scratching the head to show puzzlement. Many teachers also use gestures to demonstrate things like the past tense (pointing back over their shoulders). Gesture, expression, and mime should become a natural adjunct to the language we use, especially with students at lower levels (Harmer, 2007: 37).

c. Speaking clearly at An Appropriate Volume and Speed

There are three considerations about the use of voice mentioned by Harmer (2007: 36) are as follows:

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. Good voice projection is more important than volume

(though the two are, of course, connected). Speaking too softly or unpleasantly loudly are both irritating and unhelpful for students.

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 lessons 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.

3) Conservation

It is important too that teachers vary their voices throughout the day, avoiding shouting wherever possible, so that they can conserve their vocal energy. Conserving the voice is one of the things teachers will want to take into account when planning a day's or a week's work.

d. Use of Silence

Silence is also applied by teacher in classroom. It can be used when students make a noise. According to Scrivener (2005: 82) teacher stands in front of the class in a way that indicates that teacher want their attention (making eye-contact with as many as possible, looking authoritative, etc.) and wait for silence. Having established silence,

teacher puts to the class the decision about what to do: “We can either continue the discussion or do what I have planned to do.”

The more teacher talk, the less opportunity there is for the learners. They need time to think, to prepare what they are going to say and how they are going to say it. Allow them the time and the quiet they need. Explore the possibilities of silence (Scrivener, 2005: 105).

e. Grading Complexity of Language

Scrivener (2005: 101) defined as an ideal, I would like a classroom where learners were free to use their own tongue whenever they wanted, but in fact mostly chose to use English. Perhaps by creating a climate where it was OK to use English, where using English was normal and natural and not special or frightening. There is no easy way to get to this, but here are some ideas that might help:

- 1) Use lots of listening material to surround them in the sound of English.
- 2) Put English-language posters on the walls.
- 3) Have short, clearly demarcated sections of the lesson when English is the first language; at other times, other languages are possible.
- 4) Negotiate the ground rules with the students or-better-let them set rules completely by themselves.

- 5) Discuss (as opposed to 'Tell') the point of the activity, lesson, and course. Agree how it will be done, why using English is important.
- 6) Don't tell learners off for not using English, but keep operating in English yourself.
- 7) Only hear 'English'.
- 8) Spend a lot of time on fluency work without correction.
- 9) Establish that you are delighted for them to speak anything at all; communication is your priority, rather than accuracy.
- 10) Create lots of pair and small-group activities that require them to do something positively to every effort at using English without the loss of face of getting it wrong in a bigger group.
- 11) When it becomes a big problem, stop the activity and negotiate again: 'I notice that many of you are using (Portuguese). Is this OK?'
- 12) Be prepared for English use to grow gradually, rather than be established for a whole lesson at the start of the course.

It is also similar to Harmer (2007: 38-39) stated that an English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' L1.

Watkins (2005: 20) pointed out at a more theoretical level, it should also be remembered that one of the main prerequisites to developing language skills is exposure to the language, and therefore using English as much as possible is essential. In addition, using too much of the learners' first language can send a negative message, as it implies that the teacher does not trust the learners to understand English.

However, using English is problematic. Particularly, at low levels of language competence, learners can find it difficult to understand and can soon become confused and demotivated. Four of the following pieces of advice are intended to be good:

- 1) Select the language used carefully. Try to avoid complex vocabulary and grammar choices.
- 2) Pause for slightly longer than normal after each after saying.
- 3) Do not speak too quickly.
- 4) Wherever possible, support what is said with other things that will help with other things that will help understanding (gestures, pictures, and so on).

f. Grading Quantity of Language

Watkins (2005: 20) stated there may be occasions on which a teacher considers it useful to use the learner's first language, for example to reassure learners, or explain methodology at lower level. However, even in this circumstance it is probably best to limit the amount of language other than English used.

6. Working with People

a. Spreading Attention Evenly and Appropriately

One of the most effective ways of checking a minor infraction is simply to look at the offender and establish eye contact with her. A cold, glassy stare has an eloquence of its own. An accompanying nod or gesture will assist in refocusing the student's attention on the task in hand (Cohen, et al, 2010: 358).

b. Using Intuition to Gauge What Students are Feeling

New teachers also make intuitive readings of how people are reacting. Interestingly, their intuitive readings are often incorrect; for example trainees often tend to misread whether students are bored with an exercise or how difficult a listening task is. Intuitive responses are important in teaching because things happen so fast in lesson time and there is so much to notice, flying at us all at once: how the activity is proceeding, how each student is reacting, etc. fluent teaching depends on being able to quickly read the classroom situation moment by moment and respond (or choose not to respond) appropriately (Scrivener, 2005: 102).

c. Eliciting Honest Feedback From Students

Scrivener (2005: 106) said the more teacher sees a feedback as a threat to him and his position and his confidence, the more he will avoid feedback, or to defends himself against perceived attack when he does get feedback. Whereas many teachers believe in the importance of honest feedback.

d. Really Listening to Students

Still in Scrivener (2005: 106) clearly stated if teacher can open himself up to be possibilities of really listening to students have to say with a view to simply hearing them-without self-defense, justification or arguments then teacher may find that he can start to find out what they are really thinking, and that he can work on responding appropriately to that.

Based on the theories above, the researcher focuses the research by using Scrivener's theory.

C. Students' Responses toward Classroom Management

Stevick (1980: 11-13) mentioned three students' reactions or responses through language classroom. First, in general, the students cannot live up to the conflicting demand which he places on himself, and which he allows others to place upon him: "I want to achieve, but I mustn't offend my classmates"; "I shouldn't dislike the teacher, but she constantly leaves me feeling stupid"; and so on. To the extent that the student cannot meet the demands which he recognizes as valid, his feelings of conflict and aloneness are capped by feeling of guilt.

Second, student may react, not by withdrawing from the source of discomfort, but by striking out at it. He may come to hate all speakers of the language, or he may become very critical of the course and everything associated with it or he may engage in disruptive behavior in the classroom, or he may mutilate books and equipment. Here again, of course, the result is poorer performance, increased conflict, and deepened alienation- a self defeating reaction. Third reaction is that a good student, who tries harder, gets the right answers more of the time, pleases the teacher, and learns something. Depending on the particular pattern of feelings that the student started out and/or alienation and/or guilt.

According to Joshi, Depa. et al. (2012: 928-929) in majority of schools surveyed general education classrooms are generally orderly, teacher-student and student-student relationships are positive, and teaching and learning go on without major disruption. While, one or a few student's exhibit persistent or significant problem behaviors, those that are

disruptive, oppositional, distracting, or defiant. Sometimes when a number of students in a classroom demonstrate such behaviors, it can create a chaotic environment that is a serious impediment to learning for all students.

While, according to Rosenberg and Hovland in Rahmawati (2014: 79), there are three components of attitudes that is called tripartite model. The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something. The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. It is actualized in comprehending the lesson, and answering the questions.

The second component is affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective. This is to know whether students show their excitement and also actively participate in some classroom activities.

The third component is conative (behavior). It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

Based on the discussion above, it can be concluded that generally there are three ways shown by students to respond classroom management. They are students feel that they are less confident toward themselves and they feel that they are alone; students take themselves out from several discomforts; students show their willingness to learn by giving hard effort in learning. Based on theories above, the researcher focuses the research by using Stevick's theory.

D. The Previous of Study

For the previous study, the researcher learns some thesis having similarities and differences with the researcher's thesis. They are as follow:

1. Study entitled *Classroom Management Applied in Teaching English by the Tenth Grade English Teacher of SMA N 1 Wonosari in the Academic Year of 2015/2016*. The study was conducted by Indri Setyowati. This research was qualitative research. The subjects of the research is class X-C, the students, and the teacher. The objectives of her research are to investigate the classroom management applied by teacher and further about the problem faced by the teachers in managing classroom. The data collecting techniques are interview and observation.
2. Study entitled "*The Effectiveness of The Classroom Management of Large English Classes Conducted by the Teachers At SMP Bahrul Ulum Surabaya in Academic Year 2012/2013*". The study was conducted by Feni Diniyah Auliyah from State Islamic Institute of Sunan Ampel Surabaya. This research was qualitative research. The subjects of the

research are class VII B and VII B which were considered as large class because they contain more than 35 students. The objectives of her research are to investigate the classroom management, further about the difficulties faced by the teachers in managing large English classroom and its possible solution also the students' responses toward classroom management conducted by the teachers in order to achieve the learning objectives. The data collecting techniques are interview, questionnaire and observation.

The researcher focuses on the classroom management, and students' responses toward classroom management conducted by English teacher. The research design is descriptive qualitative. This study is conducted at MTs N Klaten as the place of doing the teacher training. The classes of the school are not large class as mentioned in the Feni Diniyah's study. The study is different because there is student's response. The subject of this study is an English teacher of MTs N Klaten, one of her class in the third grade, and the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is the conceptual structure about the way collecting the data and analysis of data. This research is a descriptive qualitative research. Qualitative research is a research which generates theories, the data is in the form of word, and subjective one. It is also a scientific research as stated by Mack (2005: 1):

Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that: seeks answers to a question; systematically uses a predefined set of procedures to answer the question; collects evidence; produces findings that were not determined in advance; produces findings that are applicable beyond the immediate boundaries of the study.

Based on the theory above, the researcher carries the research by observing the English teaching learning process in the first year of MTs N Klaten especially in one class to minimize the time needed. The research will describe the classroom management and student's response toward classroom management conducted by English teacher.

The English teacher here is Indah Ekiyanti L., S. Ag, M. Pd., who teaches three classes (VII-FD, IX-A, IX-B). The researcher does not conduct test because the research is qualitative which the data is in the form of words. There will be different point of view from each respondent, to make the data

clearer, the researcher will also conduct interview to directly know the feelings of respondents.

B. Subject of Research

The subjects of this research are an English teacher in the third grade of MTs N Klaten: Indah Ekiyanti L., M. Pd and the students in class IX-A.

C. Setting of Research

1. Place of Research

This research is carried out at MTs N Klaten. It is located on Jl. Ki Ageng Gribig, Gergunung, Klaten Utara, Klaten.

2. Time of Research

The time of this research was taken on May-November 2017, this is the schedule of research:

Table 3.1

The Schedule of Research

No.	Activities	Month							
		May				Jun	Oct		Nov
		W 1	W 2	W 3	W 4	W3	W3	W4	W1
	Writing Proposal	√	√	√					
	Discussing Proposal	√	√	√					
	Preparing Proposal	√	√	√					
	Proposal Seminar					√			
	Observation						√	√	
	Research							√	√

D. The Sources of Data

1. Primary data

Primary data is the main data obtained by researcher from the subjects of study. In this study the primary data were collected from teacher as a person who deliver the material in class or manage the class during learning activity.

2. Secondary data

Beside the primary data, the researcher also takes the data from students in class taught by teacher.

E. Technique of Collecting Data

The technique of the data collections are observation, interview, and questionnaire. The detail information can be classified as follows:

1. Observation

This method implies the collection of information by way of investigator's own observation. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents. This method is no doubt an expensive method and the information provided by this method is also very limited. As such this method is not suitable in inquiries where large samples are concerned (Kothari, 2004: 17).

There are two broad types of observational activity: participant and nonparticipant (Brewerton and Lynne, 2001: 96). In participant observation, the researcher is fully engaged during the field. This observation process is unstructured, without consideration before. The researcher observes in the field, writing up the observation result so can be stated as raw data which is used to formulate hypotheses. While in non-participant observation, the researcher uses media to observe the field from a distance for instance by using video. The researcher does not participate in topic being observed rather watching and sitting.

The focus of participant observation is at the macro-level (group dynamics), whereas in nonparticipant observation has the focus at the micro-level (interaction processes). In this case, the researcher will come to the class and sit at the back to watch and record the activities of teacher and students during the teaching and learning process. The researcher will observe the class for three times so the researcher will observe the teaching learning process for three times. If it will be needed addition data, the researcher will conduct observation again. Observation is done to gain data about classroom management and students' responses.

2. Interview

Interview is a research method in which the research will quest someone related to topic being observed, the researcher may prepare the draft of interview. Kothari (2004: 17) stated that the investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent.

The researcher interviews the English teacher: Indah Ekiyanti L., M. Pd., and some of students in the class. The researcher does not forget to record during the interview conducted. The researcher then transcribes and types the data into a computer file for analysis. Interview addressed to the teacher is to know about classroom management conducted by

teacher, while interview addressed to students is to investigate how students response to classroom management.

3. Questionnaire

The researcher provides several rate in the answer, or can be agree or disagree, or can be an essay or long sentences. Fife-Schaw in Brewerton (2001: 99) defined questionnaire and survey measures are probably the most widely used research tools within the social sciences.

The researcher develops questionnaire in Indonesian language to avoid misunderstanding among students. The questionnaire is developed from the theories mentioned in the chapter ii but the researcher focuses on Stevick's theory. The researcher provides answers: *selalu*, *sering kadang-kadang*, *jarang*, and *tidak pernah*. The students could give their answers by giving checklist in the column which is appropriate to their opinion about how they response to classroom management conducted by teacher.

F. Technique of Analyzing Data

In this research, the researcher uses the following technique to analyze the data. The technique of data analysis which is used in the qualitative is by using technique of data analysis that suggested by Miles and Huberman (1994: 10-12). The techniques used by the research are as follows:

1. Data reduction

Reduction of data means a process of choosing, centering attention, abstracting and transforming the hard data which is taken from the field of research. This process is run since the research happened, from the beginning of the research to the end of research. In the process of the data reduction, researcher has to find the real valid data. When the researcher knows the trustworthiness of data is still less, the data will be rechecked to other information as the source of data.

Reduction of data is done as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary and coding the data source, and focusing in collecting data are needed when we are doing research. It means that this process aims to reduce, to shorten, and to reject which one is important data and which one is not. Then, researcher analyzes with detail to get conclusion of data.

2. Data Display/data presentation

Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to rearrange all of data collection from research's field. The data are data that have been selected, shorted, and coded in the step of reduction of data. The presentation of data is done by arranging the information systematically in a description from that explains about the researcher's conclusion. The researcher's conclusion is in a logical and systematical sentence so that it can be understood by reader.

3. Conclusion of data (verification of data)

In this step, firstly, researcher makes a formulation of proposition related with the logical principal, becoming the preposition as the finding of research, and then doing so deep analysis to the data for times. For the next steps, researcher responds his or her researcher finding in detail that shows the new finding different with the other research.

Based on the explanation above, it can be drawn as the figure below:

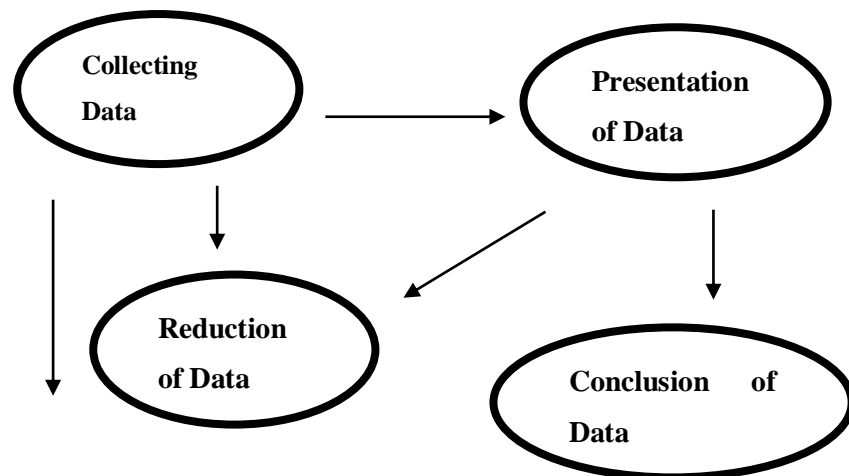


Figure 3.1 Data Analysis of Interactive Model

G. Trustworthiness of the Data

The trustworthiness in qualitative research is often referred as validity. Before some information was used for the research data, the trustworthiness of the information must be checked first. It was because of the data must be responsible for the point of departure to make conclusion. In qualitative

research, the researcher has big possibility to be subjective. To prove the trustworthiness of the data, the researcher used triangulation.

Miles and Huberman (1994: 266) defined triangulation as a neartalismanic method of confirming findings. Denzin in Miles and Huberman (1994: 267) distinguished triangulation by data source (which can include persons, times, places, etc.), by method (observation, interview document), by researcher (investigator A, B, etc.), and by theory. To this we can add data type (qualitative text, recordings, quantitative). The researcher uses triangulation of method by confirming data gained from other technique of collecting the data: observation, interview, and questionnaire.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion referring to the classroom management conducted by English teacher and the students response at the third year of MTs N Klaten in academic year 2017/2018.

A. The Research Finding

The research finding consists of the description of the data gained. It included the description also the data description related to the classroom management conducted in teaching English and the students' responses. The researcher observed for three times, started from October until November 2017. Below is the explanation:

1. Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in academic year 2017/2018

a. Grouping and Seating

- 1) Forming groupings (singles, pairs, groups, mingle, plenary)

Below are the data related to forming groupings for each meeting:

a) The First Meeting

Students combined their tables; they sat face to face, so there were 8 groups. It can be seen from the teacher talk taken from observation below:

ET : “This exercise you must do by grouping again, *ya* by grouping again.” (FN. 01/OBV/IX-A/10)

b) The Second Meeting

Teacher also divided students into eight groups as the first meeting was. The seating arrangement was two tables were joined into one and students sat face to face. The group was still same with the previous meeting. It can be seen from the teacher talk taken from observation below:

ET : “... the exercise is I ask you in group, do in your group, the last group.” (FN. 02/OBV/IX-A/11)

c) The Third Meeting

That day was such different to the two previous meetings because students were asked to do the task by themselves. Teacher applied “single”. It means students worked individually rather than work in a group. There was no grouping. It can be seen from the teacher talk taken from observation below:

ET : “Do it in your assignment book *masing-masing*. *Sekarang* individual work *ya*.” (FN. 03/OBV/IX-A/11)

Teacher formed group to know how far students understand about the material. The data were gained from interview to the teacher below:

ET : *“Nah gitu, kalau untuk pemahaman . . ., kalau di kelas untuk pemahaman secara klasikal ya kerja kelompok.”*

The way to know students' understanding classically was by forming group. The group for a topic was still same. It was proven that in discussing report text, the members of the group were still same in the first and second meeting.

ET : *“Grouping itu nah tapi grouping-nya itu kan tiap tema nanti akan berganti. Saat ini kan temanya masih tentang report text jadi masih itu-itu terus.”*
(Interview on Wednesday, November 1st 2017)

The aim of the same group is to achieve understanding. Beside, teacher hoped that by working in a group there will be peer teaching. It means students were trained to teach their friends in their groups. Students who have more understanding lead the discussion. As a consequence, it will be interaction among students although they used Indonesian language or Javanese.

ET : *“Iya itu terus biar mereka ada pemahaman. Sejak awal itu sudah harus dipahamkan pada siswa bahwa ketika belajar itu jadikanlah teman dalam kelompok itu sebagai gurunya atau membiasakan peer teaching dalam pembelajaran.”*
(Interview on Wednesday, November 1st 2017)

The order of learning activities based on interview were classical or whole class activity, work in group or grouping, then followed by individual work. If whole class have understood, teacher will divide students into some groups. Finally, when

they have understood after working in a group, they are asked to work individually.

ET : “... prosesnya itu mulai dari pembelajaran itu mulai dari klasikal kemudian grup dan individual mbak sasarannya....”

(Interview on Wednesday, November 1st 2017)

2) Arranging and rearranging seating

Seating arrangements used were orderly rows in delivering material section in the three meetings. The seating arrangement can be seen in Figure 4. 1. Students sat in rows, teacher sat in front of them. The white board hung in front of the class.



Figure 4.1 Seating Arrangement: Orderly Rows

Based on observation, the seating arrangement when grouping was joining two tables and students sat face to face. It happened in the first and second meeting. It can be seen in Figure 4.2.



Figure 4.2 Seating Arrangement in Group Work

At first students sat randomly, but when they work in group they were asked to join to the previous group. In the first and second meeting, teacher counted several numbers to control students so they had notification that they had to form group.

3) Deciding where teacher will stand or sit

Almost in each meeting, teacher not only sat in her desk, but she also monitored students' activities.

a) Teacher stand

Teacher moved around the class while students were doing the assignment. Teacher checked students' understanding about the task, made students sure work or not, and assisted them when they had some questions. Almost all explanation in the first and second meetings was delivered by standing up.

In the third meeting, teacher also explained material by sitting down in her chair. Teacher walked around the class and

looked at each group. Those activities happened in the three meetings, below are teacher talk taken from observation:

(1) The First Meeting

Teacher stood when students worked in their groups. Teacher assisted students in their group. Teacher suggested in a group to manage them by dividing each member to do certain paragraph.

ET : *“Ini dibagei nyari berapa nyari berapa. Nyari bahasa Inggris di paragraf berapa, paragraf berapa dibagi.”* (FN. 01/OBV/IX-A/10)

Teacher also moved to the other groups by giving the same suggestion as follow:

ET : *“...Yo Miftah anu dibagi, dikasih tugas!”* (FN. 01/OBV/IX-A/10)

Teacher clarified students' understanding as follows:

ET : *“Sampai nomer berapa, ada pertanyaan? No? Clear enough? Sudah paham sini? So far so good?”*

Ss : *“So nice.”* (FN. 01/OBV/IX-A/10)

(2) The Second Meeting

Teacher also stood when students worked in their groups. Teacher suggested in a group to divide each member to do certain paragraph as the previous meeting.

ET : *“Langsung dibagi aja, paragraf satu siapa paragraf dua siapa atau berdua-berdua.”* (FN. 02/OBV/IX-A/11)

Teacher stood also to give additional explanation.

Students were given a stressing that main idea is not only at

the beginning but also at the middle and the end of paragraph.

ET : *“Belakang atau di tengah? Bisa juga di tengah no, bisa. Jadi di depan, kalimat pertama bisa, di tengah bisa, kalimat terakhir bisa, tidak harus di kalimat pertama.” (FN. 02/OBV/IX-A/11)*

Students were confused to determine the main idea because all of the sentences have the strong relation. Teacher have not decide which one is the main idea. As a result, they asked to the teacher.

(3) The Third Meeting

Many students who has not understood about the task, they would ask the teacher. As a consequence, teacher not only sat but she also assisted students whenever students need her.

Teacher stated in her interview that she did not only sit when students had their group work. Each group should be asked about their understanding, their progress, and their difficulties. It is proven that by moving around them, students were willing to ask. Students were shy if they asked teacher directly, because all the whole class would listen to them.

ET : *“Tapi saya tetep muter untuk memfasilitasi setiap grup ke grup lain ada yang tanya, sini tanya saya fasilitasi, sana tanya saya fasilitasi. Karena memang tujuannya membantu lebih detail lagi, ...*

Makanya di dalam grup kecil-kecil itu semakin mereka mau belajar, semakin mereka itu banyak bertanya.”

(Interview on Wednesday, November 1st 2017)

Teacher not only sat but also stood. Based on observation and interview result, teacher always stood to monitor or make sure that students were correct in doing the work given. If teacher gave explanation to each student, surely it would need very long time. As a result, teacher moved from one group to another one to check students whether they surely worked or not.

b) Teacher sit

Almost in the three meetings, teacher sat in her desk to write the material taught in journal books: student and teacher journal. In the third meeting, teacher also explained material about generic structure of report text while she were searching information about ant to gain deeper data to be given to the students.

The teacher talk above means that teacher helped student by giving example or comparison with the previous text. Teacher also browsed information about ant and gave it to students as a preliminary data to compose report text. It can be seen from the teacher talk taken from observation in the third meeting below:

ET : “...*Saya baca dan buka, itu ternyata saling bertukar air liurnya. Nggak tahu itu tadi baru mau saya baca terus tadi Misbah tanya perkebangbiakan menggunakan kalimat apa gitu ...*” (FN. 03/OBV/IX-A/11)

Teacher sat to write the journal: teacher journal and class journal. It can be seen based on interview result below:

ET : “... *Makanya ketika grouping saya jarang duduk di meja, saya duduk di meja itu paling muk menulis administrasi....* (Interview on Wednesday, November 1st 2017)

b. Activities

1) Sequencing Activities

a) Before the lesson

Teacher prepared the lesson by composing lesson plan. It can be known from the interview to the teacher below:

ET : “*Sebelum mengajar ya pastilah kita mempersiapkan perangkat pembelajaran brarti berupa RPP itu.*” (Interview on Wednesday, November 1st 2017)

b) Set up the activity (or section of activity), i.e. give instructions, make groupings, etc.

Teacher formed groups in the first and second meeting. Each group consisted of four students. In the third meeting, teacher did not ask students to work in group. The deep explanation about grouping has been in the above one.

c) Run the activity (or section)

Students did the activity in groups while teacher monitored and helped them.

d) Close the activity (or section)

Teacher closed the activity by explaining the way assignment should be submitted. Teacher did not invite students' feedback.

Based on observation, it can be concluded that in sequencing activity, teacher did the activities for instance before the lesson; set up activity; run the activity; and close the activity.

2) Setting up Activities

a) Organize the students so that they can do the activity or section

Teacher organized students in making group by explaining its way. Data were taken from observation in the first meeting below:

ET : *“Oke siap? Geser meja balik kursi yang depan geser meja balik kursi. Saya hitung sampai tiga, one... two...three... stop and sit down!”*

(FN. 01/OBV/IX-A/10)

In the second meeting, teacher also organized students in forming grouping below:

ET : *“Siap ya hitungan tiga tanpa kegaduhan Anda menuju kelompok masing-masing. Satu ... dua ... tiga. Ya oke sudah, sit down on your chairs. Yang belum dapet tempat duduk silakan berdiri saja, yang lemot silakan berdiri saja tidak usah duduk.*

(FN. 02/OBV/IX-A/11)

By counting several numbers for instance one until five or ten will remind students to gather in their groups as soon as possible. In the reality, it was found in the first meeting teacher counted one until three. Students were asked to gather to their groups which were same to the previous one. In the second meeting when teacher has counted “one” there were a few students that started to move their chairs. Teacher counted one until five, when she finished counting she allowed students to sit down, but some of them especially male students were still standing.

3) Giving Instructions

Teacher gave less clear instructions. She used English and Indonesian language, but students were still confused toward the instruction. It happened because in giving instruction, she also delivered the material. As a consequence students who did not follow her from the beginning surely they would be confused.

Below are the instructions in the three meetings:

a) First Meeting

Teacher created a silence by making eye-contact with students. The instruction delivered in loud voice but teacher did not inform how much time given to students.

ET : “*Ya tugasnya adalah menganalisa verb you must look for the verb you get in the text fireflies...*”

ET : “*... kalian analisa ada berapa paragraf satu paragraf ada berapa kalimat just like yesterday. Habis itu kata kerjanya di-translate ke bahasa Indonesia kemudian kalau Anda ketemu kalimat aktif setidaknya 1 kelompok membuat kalimat pasif lima dari teks fireflies. Setidaknya lima kalimat pasif dari teks fireflies. At least you compose five passive voice of fireflies. Yo paham nggak?*”

(FN. 01/OBV/IX-A/10)

b) Second Meeting

The instruction in the second meeting was clearer enough because teacher provided how much time they should do the activity. Teacher created a silence by making eye-contact with students. The instruction delivered in loud voice.

ET : “*Iya mencari main idea. Your time is only twenty minutes. Iya, tapi poin-poinnya saja tidak usah kalimat. Ya kalau seperti ini kan saya ngambil poinnya saja la ini brown black, diambil poin-poinnya aja, penjelasnya apa*”.

(FN. 02/OBV/IX-A/11)

c) Third Meeting

Teacher stated how much time students should do the activity. The instruction in the third meeting was also confusing, because teacher gave instruction while she was explaining. Teacher used gesture by waving her hand to make instruction clearer. Teacher created a silence by making eye-contact with students. The instruction delivered in loud voice also.

ET : “*Iya, berarti paragraf part of body. Deskripsi tentang Anda juga harus mengisi main idea. Kaya fireflies itu main idea-nya apa? Kalau yang pertama*

fireflies has *apa, kalau yang kedua fireflies.. Jadi diisi dulu main idea. Paham ya? How many minutes? Do it in your assignment book masing-masing. Sekarang individual work ya. Karena ini mudah sekali saya minta 10 menit ya. 10 menit nanti plus five minutes jadinya nanti fifteen minutes.*”

ET : “*Jadi kalau semut sebutkan ants bla bla bla. They pakai pronoun, they lagi. Nanti ganti paragraf mulai lagi dengan ants. Semut bla bla bla itu, paham?*”(FN. 03/OBV/IX-A/11)

Teacher stated by herself in interview that surely there was a misunderstanding toward her instructions, although she also translated the instructions.

ET : ... *yang namanya anak-anak itu tetep pasti hee misunderstanding itu ada ketidakpahaman itu mesti ada, kesalahpahaman dalam memahami perintah guru itu ada nah while they are doing some exercises, we are explaining gitu untuk meluruskan...* (Interview on Wednesday, 1st 2017)

In giving instruction, teacher provided the indicators like how many the questions. Teacher also told how much time the students have to accomplish the task. The following is the interview to the teacher related to giving instruction:

ET : “... *Ya ada indikatornya perintahnya. Misalnya anak disuruh untuk membuat kalimat passive voice ya perintahnya please compose a passive voice sentence! Berapa jumlahnya gitu jadi ada indikatornya seperti soal-soal itu jadi anak tidak akan multitafsir gitu.*”
(Interview on Wednesday, 1st 2017)

There was an indicator like stated by teacher in instruction in the first meeting: students were asked to compose five passive voices by changing active voice taken from the text. Students were reluctant to ask teacher after teacher gave instruction. Students

preferred asking in group to asking directly after teacher gave the instruction. Almost in the three meetings students behaved the same ways.

4) Monitoring Activities

Teacher always monitored students' activities. She moved around the class, explained more, answered students' questions. Based on the interview to the several students, teacher monitored students' group work below:

S6 : *"...mengerjakan tugas kelompok guru itu nyamperin. Biasanya kan guru selalu keliling melihat tugas dari muridnya..."*

S3 : *"Ya kalau saat belajar kelompok guru itu selalu mengelilingi bertanya apakah sudah paham atau belum."* (Interview on Wednesday, 1st 2017)

Based on interview to the teacher, teacher monitored

students on their group work below:

ET : *"... Tapi ketika di grup kita guru ... tapi tetep harus muter, harus siap ditanya, harus siap memfasilitasi, itu namanya fasilitator... Tapi saya tetep muter untuk memfasilitasi setiap grup ke grup lain ada yang tanya, sini tanya saya fasilitasi, sana tanya saya fasilitasi."* (Interview on Wednesday, 1st 2017)

c. Authority

1) Gathering and Holding Attention

Teacher sometimes used such joke in Javanese. She stated that gathering attention depended on the condition. Teacher always made eye contact to her students, gazed them, and used several gestures. The following are the way teacher gathered students' attention based on interview:

ET : *“Tapi yang paling sering kalau misalnya ada anak yang rame saya mengatakan dengan kata “Hello” it means I ask they give me attention gitu. “Hello” mereka akan menjawab “Hi” langsung konsentrasi ke saya memperhatikan, gitu di antaranya. Atau bisa saya panggil misalnya yang membuat gaduh itu 1 anak atau 2 anak jadi saya panggil anak itu. Saya panggil untuk mengerjakan sesuatu, untuk melakukan sesuatu kegiatan pembelajaran...“*
(Interview on Wednesday, 1st 2017)

When explained the material in the third meeting, teacher gathered students’ attention by intentionally mentioned the wrong vocabulary.

ET : *“Punya antene yang yang sepanjang tubuhnya juga. Kemudian yang perempuan, eh.*
(FN. 03/OBV/IX-A/11)

Student who made noise was called to be given such task for example he was asked to read something. He was called by teacher. Teacher gathered students’ attention by calling them with “Hi” and “Hello”. By saying “attention please”, “Okay”, was also her way to gather students’ attention.

ET : *“Hello semuanya, kita bahas yang paragraf satu bisa ditulis bersama-sama.”*

ET : *“Coba, attention, please! Hello! Hello! Hi! Ya, attention please.”* (FN. 02/OBV/IX-A/11)

ET : *“Kalau kemarin dari teks Anda menemukan main idea, nah sekarang Anda lihat di bawahnya itu! Di bawah yang di kotak-kotak itu! Hello?”*

(FN. 03/OBV/IX-A/11)

2) Deciding Who Does What

Teacher trusted students to do several tasks for instance answering questions, reading passage, cleaning blackboard, etc. Teacher involved students in learning activities, it can be seen from teacher explanation in interview below:

ET : *“Ya karena yang belajar itu siswa ya kita harus, makanya saya tetap menggunakan prinsip “involve me and I learn” jadi anak itu tetap harus terlibat langsung dalam kegiatan pembelajaran supaya tujuan pembelajaran kita di awal itu tercapai.”* (Interview on Wednesday, November 1st November 2017)

3) Establishing or Relinquishing Authority is Possible

Teacher may stop such action if it is needed. Teacher is free to say what he wants to say without hiding it. Students in class IX-A did not make noise in high intensity. Students just talked each other in their seat-mate. Teacher often warned them to concentrate back. In the observation, it can be gained data about that as follow:

ET : *“Ngantuk? Nek gojek kok ra ngantuk? Pelajaran serius ngantuk, berarti kamu tidak mau belajar. Siapa lagi yang ngantuk? Oke yang ngantuk-ngantuk sudah paham ini apa belum?”*

(FN. 02/OBV/IX-A/11)

Teacher asked students whether they have been ready to learn or not by using high enough voice because students might seem having noise.

ET : *“Sudah siap belajar?”*

Ss : *“Belum.”*

ET : *“Sudah siap belum?”*

Ss : *“Belum. Sudah.”* **(FN. 02/OBV/IX-A/11)**

Based on data from interview to the teacher it was got that until that time, teacher never took students outside.

ET : *“... siswa kelas IX-A gaduh sih gaduh kalau mereka memang sedang belajar dalam kelompok itu gaduh yang saya maksudkan adalah gaduhnya gaduh positif gitu...”* (Interview on Friday, November 3rd 2017)

Still based on interview to the students, when students made noise, teacher reminded them by giving them allusion. It was intended to make them be shy so they would not make noise again.

4) Getting Someone to Do Something

It was proven by asking students to do something for instance students are asked to read, to translate, to answer questions, and also to clean the white board. Below are the results of observation:

Teacher asked a student to read about the material taught: passive voice.

ET : *“Siapa ini yang mau membaca? Ainun!”*

Student who did not pay attention in the learning activity, was asked by teacher to read something.

ET : *“Oke lanjut, Musa timbangane sirah e diselehke diwaca!”*

ET : *“Ya ayo Ongky gimana ini? Apa artinya Abdul? Kemarin sudah diterjemahkan, kan? Apa artinya?”*

ET : *“Okay, the last sentence koe dibaca!”* (FN. 02/OBV/IX-A/11)

In discussing the homework, teacher also asked students to answer it, then she invited all of students to discuss, to determine whether it was correct or not.

ET : *“Number one, raise your hand! Dibaca aja.”* (FN. 01/OBV/IX-A/10)

Teacher also asked students to answer the next questions:

ET : *“Oke the next one number two. Who want to do? Ayo raise your hand! Rosda, oke.”* (FN. 01/OBV/IX-A/10)

Students were allowed to interact to their peers in group.

d. Critical Moments

1) Starting the Lesson

Teacher started the lesson by greeting. After she greeted students, she asked students whether they had been ready to learn or not. It is suitable to the third meeting based on the observation below:

ET : “*Ini mau pelajaran serius atau gojekan? Mau guyonan? Kalau mau guyonan terserah, tapi kalau pas pelajaran I don’t like it...*” (FN. 03/OBV/IX-A/11)

Teacher also always gave apperception, explaining the objectives of learning and the benefit of learning the material. It can be seen from the interview result below:

R : “... apakah Anda memberikan apersepsi?”

ET : “*Ya iya wajib no. Karena apersepsi itu kan nanti akan membangun konsentrasi siswa.*” (Interview on Wednesday, November 1st 2017)

On the other hand, teacher did not give apperception in the first meeting, she just remind students about the previous material.

ET : “... Let’s remind to the last meeting we talked about verb, is it right? *Ya kita belajar tentang verb to kemarin?*” (FN. 01/OBV/IX-A/10)

In the second meeting, teacher also did not give, but she just reminded students about the previous material.

ET : “*Oke mari kita lanjutkan pembelajaran kita. Last week we talked about grammar especially sentences some sentences using in report text. Kalimat-kalimat yang digunakan dalam teks report.*” (FN. 02/OBV/IX-A/11)

On the other hand, teacher gave apperception in the third meeting, to emphasize that the topic is difficult.

ET : “...Kalau kemarin kita tentang pengetahuan, jadi kompetensi dasar tentang pengetahuan grammar, kemudian tentang vocabulary, terus kita sekarang menuju pada keterampilan ya, kompetensi keterampilan yaitu akan menyusun teks report. Kira-kira berat apa tidak?” (FN. 03/OBV/IX-A/11)

In starting lesson, teacher did not write keyword or draw such picture connected to the topic.

2) Dealing with Unexpected Problems

Complicated and unclear instruction made students have not understood the instructions given. Teacher faced it by monitoring around class to each group. Actually it can be prevented by checking student or two students' understanding about the instruction, how to do it.

There were not nothing else is happening in the classroom. It happened because the time has been used for the whole class activity, even the time was less. As a result, students were asked to finish the task at home.

Boredom in classroom happened because the material was too difficult. Several male students were still confused so they were passive in group discussion. Teacher got more language practice rather than students. Students who were willing to practice English were only they who were asked by teacher. Students often prefer talk with their friends in Javanese to pay attention on their teachers. There were also several students who too apathetic or withdrawn to participate in class discussion.

3) Maintaining Appropriate Discipline

Teacher and students made an agreement at the first year meeting. Students are in the third grade so they have understood about the teacher's rule. Teacher asked students to have their note book with white cover. Students are required to bring dictionary in every meeting. If they do not bring it, they are asked to borrow in the library by paying fine. It is suitable to the interview result below:

ET : *"...saya sampaikan di awal pertemuan. Kegiatan pembelajaran di kelas itu menggunakan ada e apa kontrak belajar dengan siswa dan biasanya ditulis di buku siswa masing-masing. Kalau tertulis di kelas tidak tapi setiap anak punya kontraknya."* (Interview on Wednesday, November 1st 2017)

4) Finishing the Lesson

In finishing the lesson, teacher got students' attention to make them be quiet. Teacher did not always conclude the material, it depends on what the material taught, if it was just continuation of the previous material. If the time was up, teacher offered students: whether they want to hear the explanation addition or not.

ET : *"...Kita tenang dulu anak, diberi tahu kalau waktunya itu sudah habis kemudian kalau mata pelajarannya sudah habis kalau kita sedang menjelaskan ya kita selesaikan dulu, kita tawarkan, kita selesaikan penjelasannya...."* (Interview on Friday, November 3rd 2017)

In the three meetings, teacher finishing the lesson by talking about the way assignment should be collected. In the second meeting, teacher collected the task although several groups have not finished yet. In the first and third meeting the assignments were finished at home, because they needed extra time.

ET : *“Iya, kan karena waktu sudah habis, ya waktu sudah habis. Tetapi kalau memang harus selesai tetapi masih ada kelompok yang tidak selesai tetap harus dikumpulkan.”* (Interview on Friday, November 3rd 2017)

The first meeting assignment was identifying verb used in text and composing five passive voices while the third meeting assignment was composing a report text entitled “Ant” so students need any references. It is suitable to the teacher explanation during interview:

ET : *“... Tapi kalau memang waktunya itu memang panjang itu biasanya saya toleran dengan waktunya sangat panjang saya kasih toleran dikumpulkan harii berikutnya tapi pagi-pagi biasanya pagi-pagi harus berada di meja saya sekaligus untuk menguji kedisiplinan anak juga di grup di kelompok itu.* (Interview on Friday, November 3rd 2017)

Teacher did not inform the next topic. Teacher greeted students and gave leave-taking expression.

e. Tools and Techniques

1) Using the Board

Teacher used white board and board marker to explain the material. Teacher did not divide lines on the board: to form two columns and three larger working areas. In writing the material, teacher did not block students. It can be seen in Figure 4. 3. It happened because she was writing while explaining so there were dialogues between them and looked around the class. Students might take a note while teacher were writing on the white board. It can be seen from the interview to the teacher below:

ET : “... kalau saya ya tekniknya mbak jangan membelakangi langsung begini (membelakangi sesuatu) kita agak memiringkan tubuh untuk bisa tetep one single time we can look all of, e around the classroom gitu....” (Interview on Wednesday, November 1st 2017)

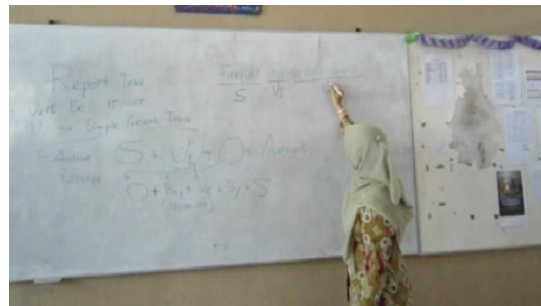


Figure 4.3 Teacher's Position did not Block Students

Teacher used a text book. Students were lent by school. Teacher did not use any other media in the three meetings.

2) Using Gestures to Help Clarity of Instructions and Explanations

Teacher used several gestures to make sure the message delivered.

Below are the gestures used during the class:

- a) Pointing five fingers that meant students should make five passive voices.

ET : "... At least you compose five passive voice of fireflies. *Yo paham nggak?*"

(FN. 03/OBV/IX-A/11)

- b) Pointing five fingers that meant five minutes left.

ET : "... *Lima menit lagi ya ...*" (FN. 03/OBV/IX-A/11)

- c) Teacher shook her head which meant "no".

ET : "*Tidak dikurung.*" (FN. 01/OBV/IX-A/10)

- d) Teacher also raised her hand to inform that if they want to answer, students may raise their hands.

Based on the interview result, it can be known that teacher often used several gestures to make her talk clearer:

ET : "... *di antaranya senyum itu wajib ya kemudian apa lagi ya gerakan tangan, gerakan tubuh gitu. Itu menurut saya gesture yang mendukung ketika kita bicara. Kemudian gazing tatapan mata itu menunjukkan...*"

ET : "*Iya itu gesture yang selalu kita gunakan... kita bilang "pardon" sambil mendekatkan telinga itu kan juga sebuah gesture juga. Ayo silakan, tangannya diangkat mempersilakan dan sebagainya.*" (Interview on Wednesday, November 1st 2017)

- 3) Speaking clearly at An Appropriate Volume and Speed

Teacher spoke clearly, but according several students her way of talking is too fast. When teacher taught in slow learner class, she spoke slowly. It can be seen from the interview result below:

ET : "...*Miss, kalau berbicara terlalu cepet.*" (Interview on Wednesday, November 1st 2017)

Although students made noise in the second meeting, teacher avoided herself to speak too loudly. Based on the observations, teacher's voice was clear and loud enough.

4) Use of Silence

Teacher was silent when students have not been ready to learn. Students were expected to get ready soon. Before giving instructions, teacher also used silence.

5) Grading Complexity of Language

Teacher often used English in transition; the move of single activity to other activities. Teacher also gave instruction in English then she translated in Indonesian language.

ET : "... Let's remind to the last meeting we talked about verb, is it right? *Ya kita belajar tentang verb to kemarin?*" (FN. 03/OBV/IX-A/11)

Teacher statement was about simple sentence. In addition, teacher translated to Indonesia language.

Teacher did not create English environment in whole three meetings. Nevertheless, teacher has used English in class. According to interview result, a teacher should use English at least 50% and switch it by using Indonesian language or Javanese. Teacher had consideration that not all of students can receive the meaning, so it is needed to have language switch. Students used English in passive which means students spoke English when answering teacher's question. Generally, the questions were yes or no question.

Based on interview to the teacher, it was gained data that students used English just in greeting, leave taking, expressing gratitude, leaving class, and checking understanding.

ET : “ ... sebatas salam, sapa, leave-taking, kemudian mengucapkan terima kasih, kalau keluar untuk keluar itu kalau yang kelas IX itu sudah mulai mapan. Kemudian apa, perintah-perintah itu semua pake.., pemahaman, penekanan pemahaman itu semua menggunakan.”

6) Grading Quantity of Language

Teacher used not only English, but also Indonesian language and Javanese to clarify her meanings. Teacher generally used Indonesian language. In addition, teacher also used Javanese to give joke related to the material.

f. Working with People

1) Spreading Attention Evenly and Appropriately

Based on the observation, teacher spread her attention appropriately. Several students were paid attention by teacher based on the interview result below: When there were several sleepy students or students who did not focus on learning, she called them to do such task.

S1 : “... pas gojek ditegur sama guru.”

S2 : “...kalau saya agak gimana tidak fokus gitu langsung di..”

R : “Ditegur gitu? Oya... Sering tidak fokus?”

(Interview on Wednesday, November 1st 2017)

Teacher spread attention appropriately when students worked in group. When teacher explained the lesson, she also spread attention to the students:

S3 : *“Memperhatikan.”*

S3 : *“Misalnya, anu kalau lagi ngajar matanya itu selalu memandang ke saya gitu.”* (Interview on Wednesday, November 1st 2017)

Student who read the text was also spread attention by teacher because surely teacher needs to correct the pronunciation:

2) Using Intuition to Gauge What Students are Feeling

Teacher was quickly read the classroom situation moment by moment and responded appropriately. When students were given the complex example of passive voice, they were confused.

As a result teacher gave them simpler example.

ET : *“Biar kamu jelas yang sederhana saja....”*
(FN. 03/OBV/IX-A/11)

Teacher did not directly start the learning, because most of students were still make noise. Teacher made them to be quiet:

ET : *“Sudah siap belajar?”*

ET : *“Sudah siap belum?”* (FN. 02/OBV/IX-A/11)

Any student put his head on the table, teacher called him to focus on learning:

ET : *“Oke lanjut, Musa timbangane sirah e diselehke diwaca!” Ngantuk?..”* (FN. 02/OBV/IX-A/11)

3) Really Listening to Students

Teacher really listened to students when they gave their opinions in answering the questions. Teacher did not disturb when they conveyed the answer. When students ended giving opinions,

teacher involved students to discuss whether the answer was right or not. Teacher usually corrected students' pronunciation.

ET : “... *Jadi yang pertama pronunciation, ...kita tinggal membetulkan nanti grammar-grammar-nya dan sebagainya. Jadi poin-poin ketika berbicara itu ya tetep harus dianu difokuskan, tidak hanya berbicara. Kita tetep harus memberikan sesuatu yang benar baik itu vocab-nya ataupun grammar-nya.....*” (Interview on Friday, November 3rd 2017)

In speaking English, teacher always emphasize on students' pronunciation. Students are always emphasized that grammar in Indonesian language and English are different. English is used only in responding instruction, greeting, expressing condition, gratitude, leaving class, and leave-taking.

ET : “... *bahasa Inggris hanya untuk ketika awal pertemuan dan akhir pertemuan atau kadang-kadang saja....*”

ET : “... *Perintah-perintah... ya sebatas salam, sapa, leave-taking, kemudian mengucapkan terima kasih, kalau keluar untuk keluar itu kalau yang kelas IX itu sudah mulai mapan....*” (Interview on Friday, November 3rd 2017)

2. Students' Responses toward Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in academic year 2017/2018

- a. The students cannot live up to the conflicting demand which he places on himself, and which he allows others to place upon him.

This response means students feel they are less confident toward themselves and they feel that they are alone. The researcher gained data from observation that there was a male student who was really apathetic

from the learning, he was ignored by the other students. This case also happened in the group work.

Students' responses related to less confident can be seen from several female students who sat in the back row, they seemed to be less confident because they did not answer and speak loudly. They did not have bravery to say something loudly. They had to be asked by the teacher. It was different to female students who sat in the middle row; they had bravery to interact or to answer when students delivered material.

Based on the above responses, the researcher constructed two questions in the questionnaire. *Saya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya* and *Saya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.*

The distribution of the students' answers can be seen in table 4.1 below:

Table 4.1

Questionnaire Answers Related to the First Students' Responses

Item	N	Se	So	O	A	Total
<i>Saya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya.</i>	23		3	2	0	32
<i>Saya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.</i>	16		2	5	2	32

Note:

N = Never
 Se = Seldom
 So = Sometimes
 O = Often
 A = Always

- b. Student may react, not by withdrawing from the source of discomfort, but by striking out at it.

This response means students take themselves out from several discomfort. Based on the interview addressed to eight students, it was found three students who engaged in disruptive behavior in the classroom. Several students engaged in disruptive behavior in the classroom. Data taken from observation, it can be seen that students who made noise in three meetings were generally male students. They were mainly the same students. According to interview addressed to eight students, a male student made noise. It happened because he did not understand to the material taught.

S3 : *"Itu kadang."*

S3 : *"Karena tidak paham nggak tahu apa yang dibicarakan."* (Interview on Wednesday, November 1st 2017)

There was also a student who was influenced by his friends to engage in disruptive behavior:

S2 : *"Kadang-kadang."*

S2 : *"Terbujuk teman."* (Interview on Wednesday, November 1st 2017)

There was also a student who did not focus on teaching, so he tends to engage in disruptive behavior:

S4 : *"Kadang-kadang."*

S4 : *"Ya karena kurang fokus aja."* (Interview on Wednesday, November 1st 2017)

There were two male students who borrowed any equipment from female student. Several groups which consisted of male students were

confused in doing the task in both first and second meeting. They preferred to have conversation which was not relate to the task.

It was not found during observation that students had the conflict in class or there was no conflict between students and teacher. There were three questions constructed from this indicator. *Saya membenci guru Bahasa Inggris dan segala hal yang berhubungan dengan Bahasa Inggris; saya membuat keributan di kelas; and saya memiliki konflik dengan guru atau teman sekelas ketika pelajaran Bahasa Inggris.*

Based on interview it was found there was a male student who never brought dictionary to the class because he did not have dictionary.

S1 : *“Tidak.”*
R : *“Kenapa?”*
S1 : *“Nggak punya kamus.”*

There were five students who sometimes brought dictionary to the class.

S2 : *“Kadang-kadang.”*
S3 : *“Kadang-kadang.”*
S5 : *“Eee kadang-kadang.”*
S6 : *“Kadang-kadang.”*
S8 : *“Kadang-kadang.”*

Some students had reasons that they were forget to bring. While, a female students said that it was heavy to bring dictionary. Another female student said that the dictionary was for her and her sibling. There was a student who often brought dictionary to the class. She has ever forgotten to bring it.

S7 : *“Iya tapi pernah lupa. Pernah nggak bawa.”*

While based on questionnaire, it gained data as follow:

S6 : “*Karena penyampaiannya itu juga bisa dengan keras.*”

S7 : “*Seru... kalau gurunya apa muridnya aktif itu bakalan bisa jadi seru terus kalau gurunya kreatif juga itu bakalan bisa jadi seru.*” (Interview on Wednesday, November 1st 2017)

Any student liked learning taught by teacher because English is easier than Arabic.

S3 : “*Ya.*”

S3 : “*... bahasa Inggris itu lebih mudah dari pelajaran bahasa Arab.*” (Interview on Wednesday, November 1st 2017)

A student tried to like teaching presented by teacher because English is more difficult than the other subjects. It happened because he had difficulty in speaking.

S2 : “*Mencoba menyukai.*”

S2 : “*Karena bahasa Inggris lebih sulit dari pelajaran yang lain.*”

S2 : “*Faktor berbicara.*” (Interview on Wednesday, November 1st 2017)

There was a student who always bring dictionary.

R : “*... misalnya membawa kamus setiap pembelajaran bahasa Inggris?*”

S4 : “*Selalu.*” (Interview on Wednesday, November 1st 2017)

Based on observation, it was gained data that seven of students were always take a note.

S1 : “*Mencatat.*”

S2 : “*Selalu.*”

S3 : “*Ya.*”

R : “*Selalu?*”

S3 : “*Ya.*”

S4 : “*Mencatat.*”

S5 : “*Iya.*”

S7 : “Ya.”

S8 : “*Iya.*” (Interview on Wednesday, November 1st 2017)

Any female student who sometimes took a note because of her mood condition, but she borrowed her other friend’s note to be copied.

S6 : “*Kadang.*”

R : “*Kenapa?*”

S6 : “*Biasanya kalo lagi nggak mood kalau mau nulis itu kalau mau nulis agak gimana gitu.*”

R : “*Kalau misalnya nggak menulis gitu, nggak pinjem catatan temen?*”

S6 : “*Pinjem.*” (Interview on Wednesday, November 1st 2017)

There were five students who were brave to speak English based on interview result below. One of them was male student:

S4 : “*Berani.*”

R : “*Oya berikan contohnya! Sederhana saja nggak papa.*”

S4 : “*I am fine.*”

R : “*Oke, yang lain. Misalnya saya tadi pagi ngapain, sarapan bersama siapa gitu.*”

S4 : “*I I always I always breakfast in the morning.*”

S5 : “*Berani.*”

R : “*Bisa kasih contoh?*”

S5 : “*Hehehehe. Gimana ya. Dikasih kata-kata aja.*”

R : “*Saya bahasa Indonesianya ya. Liburan kemarin saya pergi ke pantai Parangtritis.*”

S5 : “*Last holiday, I go e I went to Parangtritis beach.*”

R : “*Contoh yang lain misalnya?*”

S5 : “*Hehehehe. Bahasa Indonesia.*”

R : “*O bahasa Indonesia. Misalnya saya setiap hari berangkat ke sekolah jam 6.*”

S5 : “*I always go to school every day at 6 a.m.*”

S6 : “*Berani.*”

S6 : “*My name is Laili.*”

R : “*Oke, yang lain?*”

S6 : “*I like. I always watch film every day.*”

S7 : “*Hehehehe. Berani dikit-dikit. Ngomong apa?*”

R : “*Ya, silahkan. Terserah.*”

S7 : “Good morning ma’am. My name is Fauziah Fathul Jannah. You can call me Fauziah. I was born on Sragen 18 March 2004.”

S8 : “*Iya.*”

R : “*Coba.*”

S8 : “*Hi. I go to school everyday.*” (Interview on Wednesday, November 1st 2017)

Some of them should be given sentence in Indonesian language, then they translated it into English. There were three students who always did the assignment given by teacher.

S3 : “*Iya.*”

S4 : “*Iya.*”

R : “*Selalu?*”

S4 : “*Selalu.*”

S5 : “*Selalu.*” (Interview on Wednesday, November 1st 2017)

The five students sometimes did the assignment, because there were also other assignment should be accomplished. A female student said that she were afraid if she made mistake.

S1 : “*Ya sering dikerjakan kadang-kadang tidak.*”

S2 : “*Mengerjakan.*”

R : “*Selalu?*”

S2 : “*Ya kadang-kadang. Kadang lupa.*”

S6 : “*Kadang-kadang.*”

R : “*Kenapa?*”

S6 : “*Karena biasanya itu ada banyak PR terus kalo bahasa Inggris itu kalau udah sibuk sama yang satu tugas itu. Yang lain jadi kalau mau mengerjakan tugas yang lain kayak terganggu gitu lo jadi tidak fokus.*”

S7 : “*Iya.*”

S8 : “*Kadang.*”

R : “*Kenapa?*”

S8 : “*Soalnya kadang-kadang takut salah.*” (Interview on Wednesday, November 1st 2017)

There were found seven students who ask friend or teacher when they have difficulty about the topic taught.

S2 : “*Tanya kepada teman.*”

S3 : “Tanya ke guru kembali kalau belum paham.”
 S4 : “Tanya ke guru.”
 R : “Selain itu gimana?”
 S4 : “Belajar memahami mengulang materi.”
 S5 : “Nanya sama orang tua.”
 R : “Kenapa nggak nanya ke guru?”
 S5 : “Karena kalo di orang tua itu waktunya bisa panjang.”
 S6 : “Bertanya.”
 R : “Bertanya kepada siapa?”
 S6 : “Temen.”
 S7 : “Tanya ke temen kalau temen nggak tahu nanti tanya ke guru.”
 S8 : “Tanya temen.” (Interview on Wednesday, November 1st 2017)

The researcher constructed five questions based on this indicator.

First, *saya memperhatikan penjelasan guru*. Second, *saya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris*. Third, *saya berlatih terus menerus karena saya ingin jawaban saya benar*. Forth, *saya ingin membuat guru senang*. Fifth, *saya ingin belajar banyak hal dari guru Bahasa Inggris*. Below is the result of questionnaire especially which relates to the third response.

Table 4. 3

Questionnaire Answers Related to the Third Students' Responses

N	Item	A	O	So	Se	N	Total
	<i>Saya memperhatikan penjelasan guru</i>	20	9	3	0	0	32
	<i>Saya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris</i>	21	9	0	0	0	30
	<i>Saya berlatih terus menerus karena saya ingin jawaban saya benar.</i>	18	9	4	1	0	32
	<i>Saya ingin membuat guru senang.</i>	17	11	1	3	0	32
	<i>Saya ingin belajar banyak hal dari guru Bahasa Inggris.</i>	17	12	2	0	1	32

= Always

Se = Seldom

O = Often
So = Sometimes

N = Never

B. Discussion

Based on the research findings, the researcher discusses the finding of research. In the discussion section, the researcher tried to make description of the research findings with relevant references. They deal with the answers of the problem statements. The explanation will be presented below:

1. The Classroom Management Conducted by English Teacher at the Third Year of MTs N Klaten in academic year 2017/2018

a. Grouping and Seating

1) Forming groupings (singles, pairs, groups, mingle, plenary)

Teacher divided students into eight group works in the first and second meeting. On the other hand, in the third meeting teacher asked students to have task done by individual work or single. Forming groupings applied by teacher are groups and

single. These findings support common elements of classroom management mentioned by Scrivener.

Members of the groups in both first and second meeting were still same. Students were asked to analyze the verbs used in text entitled fireflies. In the second meeting, teacher still asked students to work in group because the task was finding main idea in text entitled “Fireflies” again. The topic discussed was still same which related to report text so, the members of groups were still same to the previous one. It happened because teacher expected to them that will be understanding among them in the same group. By working in a group, teacher expects students to have peer teaching. It means that students could easily discuss the task to their peers, there would be no any threat or anxiety.

Several groups run well, but some of them had difficulties. Students were more free to discuss the task. There were interactions among students in a group especially in a group which the members were female students. It is suitable to the advantages of group work stated by Brown. Good relationship among them builds affective climate. If students discussed to their friends in group, surely it would promote learner responsibility and autonomy. The researcher did not find that group work is step toward individualizing instruction.

Based on the observation, it can be gained data that the teacher formed groups in the first and second meeting. While, in the third meeting students were asked to work individually or single. It can be concluded that teacher conducted group work and single.

2) Arranging and rearranging seating

The type of group influents how the seating itself will be. Seating arrangement which was mostly used was orderly rows. It allows students to work with people next to them; in front of them or behind them. These findings support Harmer that pair work and group work can be done in orderly rows. On the other hand, the seating in group work was joining two tables then students sat face to face. When group work done, the seating arrangement was not taken back to the orderly rows because the time was up.

Teacher asked students to join their two tables into one because this way was the easy one. It was influenced by the size of tables which were big heavy enough. If teacher asked them to circles or separate tables, surely it would need a long time. As a consequence, it will waste the time whereas in the first and second meeting which were applied joining two tables still need additional time to maximize students work in the group. It was proven in submitting the tasks were in the next day. Time allocation for English in a meeting just 80 minutes if there is no

any intervention. On the other hand, teacher taught less than the time allocation should be.

Based on the observation, it can be concluded that the seating arrangements conducted were orderly-rows when delivering material but it was changed into joining two tables when students work in groups. Teacher conducted orderly-rows and two tables joined into one. On the other hand, teacher did not rearrange seating after group works have done.

3) Deciding where teacher will stand or sit

When students worked in their groups, teacher always monitored them; moving around, asking their difficulties, offering some advice or corrections. In addition, teacher also moved around class to make sure whether students took a note or not. Those data were taken from observation.

The data taken from interview to the teacher were also support them. Teacher stated in her interview that she always moved around from each group to the others to check what they have done, she would give help, explanation, or any clarification if needed. Teacher has participated in every activities that intended by Scrivener for instance during students' group work, checking whether students took a note or not. Besides, teacher delivered the material by standing also in the three meetings.

Generally teacher stood in the middle of class in the first line of row.

Teacher sat on her chairs to write the administration; both teacher and students journal books. The data were taken from observation and interview. Teacher always brought the teacher journal book which then was filled what material taught in class. Based on the observation in the third meeting , teacher also sat on her chairs to browse information needed in composing report text. In this case, report text need preliminary data of research or reference which support the idea to be composed. Then, she read it to students while she was standing.

In addition, teacher also sat when students were taking a note. It happened in the first meeting teacher gave student five minutes to take a note. In the third meeting, teacher also sat when teacher allowed students to work individually in composing report text entitled “Ant.”

Teacher presence may disturb students’ work so sometimes teacher came out the class. It happened in the third meeting teacher left the class for a while to encourage students work in the group. Both teacher’s sitting and standing support common elements of classroom management mentioned by Scrivener.

Based on the observation and interview result, teacher sat when she wrote the administration: teacher and students’ journals.

Teacher sat awhile also when students were taking a note, waiting them doing the task given. It was found in the third meeting that teacher waited students in composing report text entitled “Ant”. Students seemed to be very difficult so, teacher made it simple by browsing information related to an ant to be given to students.

b. Activities

1) Sequencing Activities

Sequencing activities applied by teacher in the three meetings just before the lesson; set up the activity i.e. give instructions, make groupings, etc.; run the activity; and close the activity (or section). Those activities support common elements of classroom management mentioned by Scrivener.

There are activities which were not accomplished by teachers: in closing the activity (or section), teacher did not invite feedback from the students. Teacher did not also accomplish post-activity: do any appropriate follow-on work. Teacher had preparation related to the topic discussion and the passage will be talked about.

Teacher also stated in the interview that in preparing the lesson, surely she prepared the lesson plan. Teacher set up the activity (or section of activity) for instance, give instructions, which will be explained more in the next one. Making groupings has been explained in the above one. Activities related to run the activity: students do the activity in groups while teacher monitor and help;

and close the activity. Closing the activity will be explained in the next section also.

Based on observation, it can be concluded that in sequencing activity, teacher applied activities in before the lesson by having preparation through composing lesson plan; set up the activity by giving instructions and making groupings; run the activity: students do the activity in groups while teacher monitor and help; and close the activity. Teacher closed the activity by greeting without concluding material in the three meetings.

2) Setting up Activities

Teacher accomplished the activities stated by Scrivener. Teacher organized the students so that they can do the activity or section. Teacher organized students in making group by explaining its ways.

Teacher also involved herself in group work by moving around and asking students' understanding. When forming groupings, teacher organized students how tables and chairs were put together. Teacher did not forget to count number one until three to limit students' time.

The two following activities were not accomplished by teacher:

- a) Give clear instructions for the activity

Teacher gave instruction in English, but she translated in Indonesian language to avoid misunderstanding among students. In every single transition, teacher used English for instance to move from writing explanation and discussing the homework.

The instructions were less clear. Teacher then translated into Indonesian language, but students still had difficulty in determining verb and be. Teacher did not also state how long she gave time in doing the task. Teacher gave long explanation rather than demonstration whereas Scrivener avoided to use long explanation because it may distract students and surely made them confused.

When giving instruction, teacher also delivered the material. As a consequence, students who did not pay attention from the beginning would miss the instruction. This case caused low productivity among students when they worked in group. It required teacher to assist them again in groups.

- b) May wish to check back that the instructions have been understood.

Teacher did not ask any student or two students like advised by Scrivener to state his understanding. Teacher did not check that students have been understood. On the other hand, teacher just gave questions such "*Paham*", "do you

understand?”, whereas those questions are considered as useless question. Students sometime answered “Yes”, but they actually have not understood about instruction given.

- c) In some activities, it may be useful to allow some individual work (e.g. thinking through a problem, listing answers, etc.) before the students get together with others.

There were not found any data related to allow some individual work before joining in the groups. It happened because time was limited. Eighty minutes are divided into several categories, surely it will be not enough. Even the activities done by grouping also needed more time.

Based on the observation in the three meetings, it was found that teacher organized students so that they can do the activity for instance organizing in forming grouping and monitoring students’ activities in group. On the other hand, teacher did not do the activities such as gave clear instruction for the activity, checked back that the instructions have been understood by students. Teacher also did not allow students to think through a problem and listed answer by themselves. Explanation related to giving instruction will be discussed in the following.

3) Giving Instructions

Teacher was less clear in giving instruction because she gave the indicator like in lesson plan. It means teacher explained about the task done, the amount of questions. It happened in the first meeting's instruction. Students were still confused toward teacher's instruction. It was proven that teacher still explain many things in her monitoring. It is as Scrivener stated that students could not accomplish the task, not because they could not do it, but because they did not understand what to do.

Instructions in the first and third meeting were confusing because teacher did not inform how many minute students should do the task, although teacher has translated the instruction given. Instruction in the third meeting was really confusing also because teacher explained material, while she was giving instruction.

Teacher did not do five steps toward better instructions as proposed by Scrivener, because teacher just give instruction in English, translated it; or while explaining materials. The fourth and fifth steps were not accomplished by teacher: did not give demonstration or example and checked back students' understanding. It means students were not asked to say how they understand the instruction.

Based on observation in the three meetings, it was found that in giving instructions teacher used unclear words or too wordy. It means the instruction did not constructed first so it made

students be confused, while students also did not want to ask directly after the instructions have given to them. Teacher also did not check back about students' understanding related to the instruction. Teacher just asked whether students have understood or not, not by asking them to speak up how the instruction means.

4) Monitoring Activities

Teacher has done monitoring which is advised by Scrivener, that a teacher walked around the class, asked students in which they have not understood, provided them by several advice or corrections if needed in the three meetings. For whole three meetings, teacher always monitored students. They were willing to ask when teacher arrived in their groups. It happened especially to the group which the members were female students.

In monitoring students' activities, teacher clarified students' understanding, gave correction, answered question. Teacher answered students' questions especially in the second meeting. Teacher sometimes clarify students' understanding by reviewing the way determine the main idea. It happened because most of students had difficulties in determining the main idea although teacher has explained that main idea was at the beginning or at the end of a paragraph. Each sentence at the beginning or at the end of paragraph had the same possibility to be considered as main idea.

Teacher wandered around the whole class because when giving explanation in a group will be easier than giving it to each student. Based on the observations and interview, it can be concluded that teacher surely monitored students' activities in the whole meetings. Teacher also asked students to divide or organize the whole members in order each member work or do the assignment.

5) Timing Activities (and the lesson as a whole)

There is no limitation on timing activities as long as students always are involved in the class. It is as same as Montague suggested. Students were active in their groups in order finish the task, but a few students were inactive, most of them were male students. They said that they cannot do the task.

Teacher delivers the material for about twenty minutes. Teacher allowed students to take a note. On the other hand, teacher did not accomplish individual thinking. Explanation was still given while giving instruction. Then, followed by twenty five minutes group work, the left time was used to closing activity. These findings support common elements of classroom management mentioned by Scrivener. The learning actually was for eighty minutes, but the implementation was not. It happened because on Fridays, teacher gave students additional time to change their clothes after having exercise.

c. Authority

1) Gathering and Holding Attention

Generally, in gathering students' attention, teacher has done some ways stated by Scrivener. Teacher made eye contact to all of students, used several gestures to make sure her talk, kept moving around the class, and teacher also said "Hi!", "Hello!", "OK", or "attention, please". Beside, teacher did not look impatient or anxious during class. In addition, teacher sometimes made joke in Javanese to gather students' attention. The jokes related to the material taught. Students in class IX-A generally wanted to listen to teacher. On the contrary, they still had difficulties when did the assignment in the group.

Based on observation, it can be concluded that teacher gathered students' attention by making joke in Javanese. Teacher also said "Hi" and "Hello". It is also suitable to interview result. After explaining material, teacher asked students' understanding by saying "So far?", answered by students "So good, so nice". Based on interview, grouping can also be used to gather students' attention. If there were any students who were sleepy, teacher called them. They were asked to do something such as reading passage or answering question.

2) Deciding Who Does What

Students were involved in learning by teacher. Even teacher said in the second meeting “Involve me, and I learn”. According to teacher, that principle should be applied because the learners were students, as a result they had to be involved during learning to gain the learning objective as stated at the beginning of class.

Teacher has practiced what Scrivener intended that students were trusted to read such passage, answer questions, or present their work. It may increase their involvement during the class. In the interview, teacher stated that she used principle: involve me, and I learn. It is clearly got during observation that teacher involved students in learning for instance in the second meeting, students were invited to identify the main idea found in report text entitled “Cricket”.

Based on interview and observation, it can be concluded that teacher decided who does what by asking students to read passage, answering questions, thinking together in discussing material.

3) Establishing or Relinquishing Authority is Possible

Teacher has been clear, it means teacher said what she had to say for instance when there were several students made noise, teacher warned them. In the three meetings, there were no students who made extra noise. Teacher let her authority spoke among

students for instance teacher spoke in louder voice when students have not been ready soon at the beginning of the third meeting.

In the three meetings, teacher used their authority to call students who did not focus by providing some jokes or asking them to read the passage. The authority used has been suitable to Scrivener.

Based on interview, it can be concluded that class IX-A did not make too noise. Teacher reminded students who made noise in normal condition. They were bullied by joke in order they could realize what they have done. It means that if they have shame, they will stop making noise.

4) Getting Someone to Do Something

It is as really same as deciding who does what at the previous section. It means students were involved in the learning activity. Teacher increased students' opportunities to have conversation but still in Indonesian language. These findings support common elements of classroom management mentioned by Scrivener. This was expected to let students show their opinion about task given. It is also similar to Mulyati that by inviting students to talk, the

students are expected to get into the routines of doing something, although it took a long time.

In the first meeting, teacher asked a student to read about definition of passive voice. In this case, teacher involved students in learning, although actually teacher could do that. Teacher also asked several students to read the homework and then the whole class was invited to decide whether the answer was correct or not.

d. Critical Moments

1) Starting the Lesson

Teacher started the lesson by greeting in the three meetings. Teacher also gave apperception, explaining the objectives of learning and the benefit of learning the material. Teacher also stated what the previous meeting topic was. This kind of activity refers to what Harmer intended. On the other hand, teacher did not perform several lead-ins mentioned by Scrivener.

2) Dealing with Unexpected Problems

Students had less practice rather than teacher because teacher gave long explanation so it seemed teacher did not let students to speak up. Complicated and unclear instruction made students confused. As a result, they made noise or too much asking when they work in group. Boredom in classroom was also influenced by the too difficult material so that several male students

were passive or less willing to do the task. The unexpected problems found support Scrivener.

Students often prefer talk with their friends to pay attention on their teachers. This can be included into unexpected problem. In a group, especially male students, several students were passive or did not want to participate in the discussion. They also made some noise. This finding supports Samalonis. To cope with this, teacher asked them to do the task which was divided for each part.

3) Maintaining Appropriate Discipline

Teacher and students made a rule or discipline at the first year meeting. The rule was not written, but each student has known about that because at the first grade, most of them were taught by the same teacher. The discipline also provided the consequences if it was broken by students for instance if students do not bring dictionary, they should borrow it in the library by paying fine. The consequences provided in the discipline are suitable to Ebert II and Culyer. Students are also required to wrap their book with certain color.

4) Finishing the Lesson

In finishing the lesson, teacher got students' attention to make them be quiet; did not directly end the lesson. This case support the first step proposed by Scrivener. When time was up, teacher directly asked students to submit their works without giving extra

time as proposed by Scrivener. On the other hand if the assignment needed extra much time, teacher surely gave extended time. The assignments were submitted the next break or the following day.

Teacher did not always conclude the material, it depends on what the material taught, if it was just continuation of the previous material. If time was up, teacher offered students whether they wanted to hear the explanation or not. It also supports Harmer in order to not leave unfinished business behind and a sense of incompleteness. Teacher did not practice Harmer's theory: teacher informed the next material. Teacher greeted students and gave leave-taking expression.

Based on observation and interview, it can be concluded that teacher did not always conclude the material. It happened because it depended on the material itself. If the material has been finished, teacher would conclude it. In finishing the lesson, teacher and student usually made appointment whether the assignment should be submitted.

e. Tools and Techniques

1) Using the Board

Teacher did not divide lines on the board, e.g. to form two columns and three larger working areas. It did not support common elements of classroom management mentioned by Scrivener. Teacher also did not have board drawing as suggested

by Scrivener, because it may reveals or replaces several unnecessary words.

There was no use of media. In addition the existence of media for instance projector slide was not enough. The school has only two projector slide. If teacher wanted to use it, he should confirm to other teacher to avoid use in the same time. Teacher has used the white board optimally. Teacher's position did not block students so they still could take note without waiting until teacher has finished in writing. Teacher did not use several color board marker, but she just used black board marker.

2) Using Gestures to Help Clarity of Instructions and Explanations

Teacher used several gestures to clarify her talk. These findings support to the kinds of gesture mentioned by Scrivener. Gesture helped students to understand what teacher talks if they did not listen or miss teacher talk. The gestures used were pointing five fingers that means students should make five passive voices; pointing five fingers that means five minutes left; teacher shook her head which meant "no". Teacher also used gazing to observe all of students.

Based on interview, it can be concluded that teacher realized the importance of gesture to clarify the message delivered by verbal language. Teacher added any gesture: be closer to

student's ear and saying "Pardon". It means teacher does not listen what students said.

3) Speaking clearly at An Appropriate Volume and Speed

Teacher's voice has been clear enough. It was also influenced by the condition of class which was quiet enough. Teacher's voice has filled the requirements by Harmer. Teacher's voice was audible, variety, and conservation or constant. It means teacher voice was constant loud during the learning.

Teacher stood at the middle of class so her voice was audible. The speed was not too fast. Teacher has known the condition of class. It means that if she teaches in the slow learner class, she will speak slowly. Teacher has been complained by any students in the slow learner class, that she spoke too fast. In class IX-A, there were not any complain related to the way teacher speak.

Although students made noise in the second meeting, teacher avoided herself to speak too loudly. It means that teacher conserved her voice in order to always speak clearly. Based on the observations, teacher's voice was clear and loud enough.

4) Use of Silence

Teacher used of silence when she gathered students' attention and allowed students to discuss in the group. These findings support Scrivener. Teacher also used silence in the second

meeting when students enjoyed their activity whereas teacher has come to the class. When there was something strange toward students, teacher established silence to make students realized what they have done.

5) Grading Complexity of Language

Actually teacher has given example about the use of English, but students used English only in greeting, expressing condition, gratitude, leaving class, answering instruction, and leave-taking. Teacher did not create an ideal classroom defined by Scrivener.

On the other hand, teacher used English at least 50% (according to interview result) is suitable to Watkins that one of the main prerequisites to developing language skills is exposure to the language, and therefore using English as much as possible is essential. Teacher still used learners' first language: Javanese and Indonesian language, but teacher limited it to stimulate students to be accustomed in listening English vocabularies.

Teacher did not create English environment which allow students to use English normally without frightening as stated by Scrivener. It was difficult enough because most of students had less bravery to speak up although teacher has given them opportunity to speak up by using English.

6) Grading Quantity of Language

This section is almost the same as the above section. Teacher may use learners' first language just to assure learners' understanding. It was done by teacher when students seemed to be confused so teacher used Javanese or Indonesian language. It is suitable to Watkins. It can be concluded that the use of English by students was still in a few grades.

f. Working with People

1) Spreading Attention Evenly and Appropriately

Teacher spread her attention appropriately. Several students were paid attention by teacher, especially they who made noise, will be called to do such task in order to focus on learning. When students work in their group, teacher spread her attention appropriately.

By spreading attention evenly and appropriately, teacher may detect which one student who made noise, did not focus on learning. Teacher may stare among students. These findings support Cohen, et al.

2) Using Intuition to Gauge What Students are Feeling

Teacher quickly read the classroom situation moment by moment and responded appropriately. When students were given the complex example of passive voice, they were confused. As a

result teacher gave them simpler example. It was influenced by teacher experience in teaching. Teacher has taught when she was in her third semester so she has more experience deal with students.

What happened to students was successfully reacted by teacher, these findings support Scrivener. For instance when students seemed to be bored, teacher gave some jokes in Indonesian language or Javanese. Teacher did not get honest feedback from students at the three meetings. Based on interview, teacher has ever got several feedbacks from students: the way teacher talk was too fast or less load. Class IX-A is considered the upper class where students have the high enough achievement. They did not complain about the way teacher talk as long as teacher translated. Teacher always considers the feedback got. These findings support Scrivener, that teacher should listen to students' feedback and did not defend herself.

3) Really Listening to Students

Teacher really listened to students when they gave their opinions in answering the questions. Teacher did not disturb when they conveyed the answer. When students ended giving opinions, teacher involved students to discuss whether the answer was right or not. Teacher usually corrected students' pronunciation. These findings support Scrivener that teacher should hear what students say and did not need to make any justification or self-defense.

Classroom management elements conducted by teacher were: seating and grouping: orderly rows; joining two table into one; group work; single, deciding where teacher will stand or sit. Second, activities: sequencing activities; before the lesson; set up the activity by giving instructions and making groupings; run the activity; and close the activity. In setting up activities, teacher organized the students so that they can do the activity or section. Teacher gave less clear instructions.

The third element is related to authority: gathering and holding attention; deciding who does what; establishing or relinquishing authority is possible; getting someone to do something. Forth, critical moments, teacher applied these activities: starting the lesson; dealing with unexpected problems; maintaining appropriate discipline; and finishing the lesson.

Fifth, tools and techniques. Teacher applied these activities: using the board; using gestures to help clarity of instructions and explanations; speaking clearly at an appropriate volume and speed; use of silence; grading complexity of language; grading quantity of language. The last element is working with people. Teacher applied these activities: spreading attention evenly and appropriately; using intuition to gauge what students are feeling; and really listening to students.

**2. Students' Responses Toward Classroom Management
Conducted by English Teacher at the Third Year of MTs N
Klaten in academic year 2017/2018**

- a. Students feel they are less confident toward themselves and they feel that they are alone.

This response means students feel they are less confident toward themselves and they feel that they are alone. The researcher gained data from observation that there was a male student who was really apathetic from the learning, he was ignored by the other students. This case also happened in the group work.

Students' responses relate to less confident can be seen from several female students who sat in the back row, they seemed to be less confident because they did not have bravery to say something loudly. They had to be asked by the teacher. It was different to female students who sat in the middle row; they had bravery to interact or to answer when students delivered material. Students who wanted to answer just answered the question by raising their hands.

- b. Students take themselves out from several discomfort

These data were gained by questionnaire and observation. Based on the observation, several students who made noise can be included in this response. There were several students who made noise both when teacher explained and when worked in group. Some of them were boys.

These findings are also supported by interview that students who made noise or disruptions were they who did not understand about material taught. There was not any conflict among the class. There were not also students who made noise by breaking classroom equipment. In the end of lesson when students submitted their works, there was a male student who made noise by making voice from glass and spoon. He gathered attention from the whole class.

- c. Students show their willingness to learn by giving hard effort in learning

This response means students show their willingness to learn by giving hard effort in learning. Several students were involved in learning activity, paid attention to teacher, especially for female students. There were also a few male students who participate in group discussion.

Based on observation, most of female students had high motivation in learning. The two male students had really high motivation to learn also. Male students who had low motivation were just a few. Based on the interview addressed to eight students, it was found seven students who liked the learning presented by teacher. It because of the way teacher explained the material.

The ways teacher explained the material were interesting, loud, and clear. Beside, teacher was also creative; could involve students in the learning. There were found seven students who ask friend or teacher

when they have difficulty about the topic taught. Some of them should be given sentence in Indonesian language, then they translated it into English. There were three students who always did the assignment given by teacher. The five students sometimes did the assignment, because there were also other assignment should be accomplished. A female student said that she were afraid if she made mistake. The above three responses support Stevick.

Below are the results of students' responses based on questionnaire above.

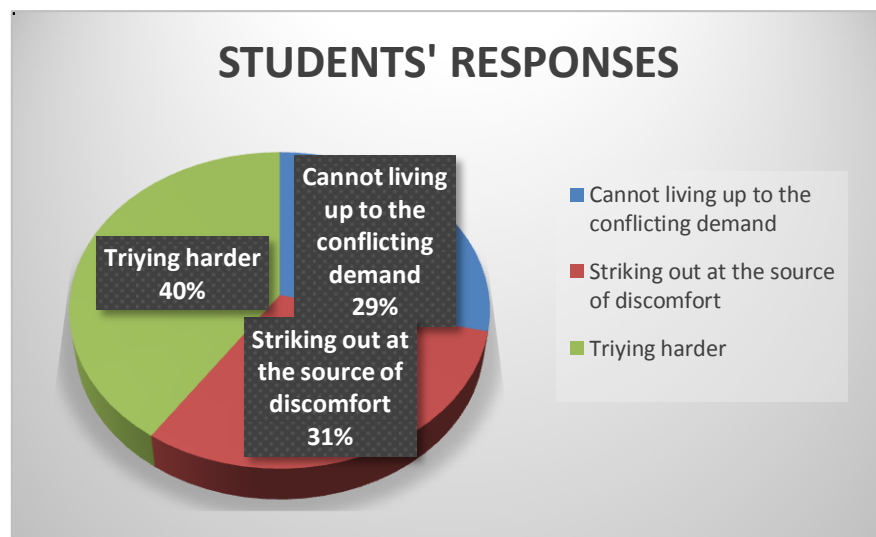


Figure 4.4 Students' Responses toward Classroom Management

Students' responses toward classroom management were 29% of students feel they are less confident toward themselves and they feel that they are alone; 31% of students take themselves out from several discomforts; while 40% of students show their willingness to learn by giving hard effort in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion related to classroom management and how students respond to it.

A. Conclusion

Based on the results of research which was accomplished by observation, interview, and questionnaire. It can be concluded that:

1. Teacher conducted classroom management proposed by Scrivener as follow:

a. Teacher conducted grouping and seating

When teacher delivered the material, the seating arrangements were orderly rows. While in group work seating arrangements were by joining two tables and students sat face to face. In the first and second

meeting students worked in group, while in the third meeting students worked individually.

b. Activities

Teacher had opening, delivering material, giving instructions. The instructions were less clear because they were wordy. Teacher monitored students when they were doing task in group.

c. Authority

Teacher gathered students' attention by making eye contact and saying "Hi" and "Hello". Teacher also involved students in learning by asking them to do something.

d. Critical Moments

Teacher started the lesson by giving apperception. Teacher finished the lesson not by concluding, but collecting students' works.

e. Tools and Techniques

Teacher used gestures to clarify her talks. Her voice is loud and clear. She used English then translated it into Indonesian language.

On the other hand, students used English just in greeting, expressing gratitude, answering yes or no question, and leave taking.

f. Working with People

Teacher really listened to students.

Students' responses toward classroom management were 29% of students feel they are less confident toward themselves and they feel that they are alone; 31% of students take themselves out from several discomforts; while 40% of students show their willingness to learn by giving hard effort in learning.

B. Suggestion

1. For Students

- a. Students are focus soon when teacher arrives in the classroom.
- b. Students increase their involvement in learning activities.
- c. Students are brave to ask if they do not understand about topic taught by teacher or just state that they have not understood about the instruction.
- d. Students give the honest feedback about the way teacher teach, talk, etc.

2. For the English Teacher

- a. Teacher invites students' feedback.
- b. Teacher requires students to speak in English slightly not only in greeting, leave taking, and answering yes or no questions.
- c. Teacher allows more time to let students have interaction to their friends.
- d. Teacher uses the other equipments not only white board in delivering the material.

3. For the School

- d. School should add the amount of projector so if teacher wants to use it, he does not need to wait the other teachers.
- e. Duty officer should control classes which are not taught by any teacher to be quiet because the students surely disturb other classed by speaking aloud.

4. For the Next Researcher

This research study was about classroom management conducted by English teacher. It is expected to the other researcher that the result of this study can be used as additional source for them.

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Appendix 1

FIELD NOTE

No : FN. 01
Day, Date : Friday, October 27th, 2017
Time : 08.40 a.m.
Place : Class IX-A
Activity : Observation 1
Respondent : Researcher (R)
Students (Ss)
English Teacher (ET)
Collaborator (C)

ET started the class by greeting and checking Ss' presence. R and C stood at the back of the class. Ss looked at R and C. ET asked Ss whether they finished their homework or not. ET gathered Ss' attention by saying "Hi" and "Hello".

After that, ET discussed about verb used in report text and the passive voice. ET wrote on the white board while explaining material. Her position did not block Ss, as a result Ss could take a note from explanation given by ET in the white board. Ss were invited to analyze the part of speech in a sentence. ET emphasized on "be" used in passive voice. ET gave feedback "Good" when Ss could answer the questions.

ET used gesture by showing her five fingers which meant time was only five minutes. Ss were given five minutes to take a note. Any student asked the example of passive voice which the "be" is "am". ET also motivated Ss that if they learn seriously, they will be able to comprehend ET gave some joke to make the learning activity be fun. ET made joke related to bad odor. It was a question of the text. Ss were asked whether they had understood or not. They answered that they had understood. As a result, ET discussed the homework. ET involved Ss in discussing the homework. ET also gave the correction such as pronunciation. There was a S who gave false answer. ET gave correction of it.

ET asked Ss who had 100% true answer, 90% true answer and so on. Ss were divided into eight groups to do the assignment. Ss were asked to analyze the verb used in the text Fireflies. Ss were divided into eight group discussion. Each group consisted four Ss based on their seating arrangement. ET gave each group a piece of paper to do the assignment. ET monitored Ss activities by checking group, answering some questions, guiding Ss, and providing suggestion or correction. ET closed the lesson by greeting. Ss negotiated about when the assignment should be submitted. ET required Ss to submit it in the following day. ET gave the five minutes left to R to distribute the questionnaire. R and C distributed to Ss. R used their break in order Ss answered the questions.

No : FN. 02
Day, Date : Wednesday, November 1st, 2017
Time : 10.40 a.m.
Place : Class IX-A
Activity : Observation 2
Respondent : Researcher (R)
Students (Ss)
English Teacher (ET)
Collaborator (C)

ET sat on her desk. ET started the class by greeting and checking students' presence. Ss were asked whether they have been ready to learn or not, because the

class was in noisy condition. ET reviewed the previous meeting material ET gathered Ss' attention by saying "Hi" and "Hello".

ET sat for a while. ET talked about idea found in report text. ET involved Ss in learning. Several Ss were asked to read sentences which supports the main idea. ET also connected the topic: Cricket to the real life. It was used gesture to clarify the meaning of flat wings. ET reminded Ss not to be sleepy because the material taught was difficult. ET also reminded that later Ss will have National Final Examination which is online so they must have more practice to deal with it.

After that, ET asked Ss. Ss the difference between male and female. Any S was confused, on the other hand a S could answer. ET gave him a reward: applause from the whole class. It was emphasized by ET that the principle of classroom learning: involve me and I learn. ET explained how to find the main idea in the report text. ET never forgot to give reward by saying "Good" when they were active in giving argument, advice, answering questions, and so on. Ss were divided into eight group discussion. Each group consist four students based on their seating arrangement. ET distributed the paper used in the previous meeting because the members of group were still same to the previous meeting. ET surely organized Ss in forming group. Any group asked ET, she explained in detail. ET advised them to cooperate by dividing each of them. They should work entirely, as a consequence the assignment will have done.

The other groups were also monitored by ET. Then, ET sat in her chair to write the material taught in both ET and student journal. Any other group stated their difficulties about main idea. ET discussed the main idea in a paragraph to the whole class. Ss had difficulties to understand the instruction, so they still asked ET. ET sat for a while, then she continued monitoring the groups again. ET also quitted from the class for about three minutes. Then, she entered class back. The bell rang, while few groups submitted the assignment. Any male S hit a glass so there was a sound. He gathered attention from the whole class. ET responded that case by giving joke. ET was closer to students who have not finished yet while counting back ten until one. All of the groups submitted finally. As the previous meeting, ET ended the classroom by greeting.

No : FN. 03
Day, Date : Friday, November 3rd, 2017
Time : 08.40 a.m.
Place : Class IX-A
Activity : Observation 3
Respondent : Researcher (R)
Students (SS)
English Teacher (ET)
Collaborator (C)

ET asked Ss' readiness to learn. Ss answered by using Indonesian language. ET reviewed the previous meeting material. Ss still waved their books to make them be cooler. ET reminded them to answer in English. Ss waved their books to make her bodies be cooler. ET gathered Ss' attention by saying "Hi" and "Hello". The objective learning of that day is to compose report text based on grammar taught in the previous meeting. ET used the textbook as the reference. Ss were asked to pay attention on text in the textbook. ET discussed about generic structure of report text. Ss were reminded the difference between report and descriptive text.

To make easier, ET asked Ss to analyze the generic structure of the previous report text entitled "Cricket". Ss were asked to work by themselves. They were given time minutes. ET monitors students for a while. When students did the assignment, there was such nuisance from outside: a student from IX-H shouted loudly. He surely bothered the class. ET assisted Ss because they seemed very confused. ET notified that time was five minutes left, whereas Ss were still confused. ET wanted to discuss or compose a paragraph of report text. ET told that in composing report text, Ss needed to master vocabularies related to the topic, surely the grammar is simple present tense. It is started from general classification: the main idea, followed by at least three sentences.

ET involved Ss in discussing how to compose the paragraph. They talked about ant's characteristics: live in a colony. ET also connected it to real life like gank. ET sat on her chair while she was browsing any information related to ant. Any S asked the translation of "*berkembang biak*". ET also gave extensive knowledge about how native live. ET wrote these explanations on the white board. ET checked how many sentences Ss composed. Any S was asked to read a sentence they make. Any Ss read his work. Ss were asked to discuss his work to identify the part of speech of a sentence. ET asked them to continue but the time was over.

Appendix 2

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were addressed to students and english teacher.

A. Interviewee: Students

Questions:

1. *Apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?*
2. *Apakah Anda paham ketika guru menjelaskan materi? Mengapa?*

3. *Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru? Mengapa?*
4. *Apakah Anda mencatat materi di papan tulis?*
5. *Apakah Anda berani berbicara bahasa Inggris? Mengapa?*
6. *Apakah Anda mengerjakan tugas yang diberikan oleh guru?*
7. *Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?*
8. *Menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!*
9. *Apakah guru mendengarkan pendapat dari semua siswa?*
10. *Apakah Anda membuat keributan ketika pembelajaran di kelas? Seberapa sering? Apakah selalu? Mengapa demikian?*

B. Interviewee: English teacher

Questions:

1. *Apa yang Anda lakukan sebelum mengajar?*
2. *Tolong jelaskan peraturan di kelas, apakah peraturan tersebut tertulis? Apakah Anda mendistribusikan tata tertib tersebut pada orang tua siswa?*
3. *Saat membuka pelajaran, apakah Anda memberikan apersepsi?*
4. *Apakah Anda menyebutkan tujuan pembelajaran serta manfaat yang diperoleh siswa dengan mempelajari materi tersebut?*
5. *Seringkah Anda menggambar suatu objek tertentu sebagai starting point?*
6. *Bagaimana cara Anda menarik perhatian siswa agar mereka mau memperhatikan pelajaran?*
7. *Apakah Anda melibatkan siswa dalam pembelajaran? Tolong berikan contohnya!*
8. *Apa yang akan Anda lakukan jika Anda harus menuliskan materi di papan tulis? Apakah Anda membiarkan siswa menunggu Anda menuliskannya karena posisi Anda membelakangi mereka.*
9. *Apa yang Anda lakukan ketika menjelaskan materi grammar? Bagaimana cara Anda membuatnya lebih mudah untuk diterima oleh siswa?*
10. *Gesture/bahasa isyarat apa saja yang sering Anda gunakan?*
11. *Apa yang selama ini Anda lakukan agar Anda bisa memberikan perintah yang tidak multitafsir?*
12. *Bagaimana cara Anda untuk mengetahui pemahaman siswa akan materi?*
13. *Untuk materi seperti apa Anda meminta siswa melakukan tugas secara berkelompok?*
14. *Untuk materi seperti apa Anda meminta siswa melakukan tugas secara berpasangan?*
15. *Apa yang Anda lakukan ketika siswa mengerjakan tugas? Apakah Anda mengawasi mereka? Jika iya, seberapa porsi Anda dalam mengawasi tersebut?*
16. *Dalam pembelajaran, kapanakah Anda ingin beristirahat?*
17. *Bagaimana cara Anda untuk membuat siswa mau berbicara bahasa Inggris? Pernahkah Anda menceritakan pentingnya menggunakan bahasa Inggris?*
18. *Apakah Anda memberi cukup waktu pada siswa untuk berbicara bahasa Inggris?*

19. *Ketika siswa berbicara bahasa Inggris, manakah yang lebih Anda soroti makna pesannya atau tata bahasanya? Mengapa demikian?*
20. *Apa yang Anda lakukan ketika siswa memberikan jawaban yang salah?*
21. *Apakah Anda sering minta masukan dari siswa mengenai cara mengajar di kelas? Apakah Anda mempraktekan masukan tersebut?*
22. *Apa yang Anda lakukan ketika waktu telah habis sementara ada sebuah kelompok yang belum selesai?*
23. *Apa yang Anda lakukan ketika siswa membuat kegaduhan? Bagaimana jika mereka telah kelewatan?*
24. *Bagaimana feedback yang Anda berikan setelah siswa mengerjakan soal?*
25. *Bagaimana Anda menutup pembelajaran?*

Appendix 3

INTERVIEW TRANSCRIPTS

Day, Date : Wednesday, November 1st, 2017

Place : Mosque, first break

R	: Researcher	S1	: Fathan	S2	: Nasyid
S3	: Shandi	S4	: Miftah	S5	: Nasywa

- S1 : *"Tidak bisa bahasa Inggris. Baru belajar."*
- R : *"Loh ini kan kelas tiga, harusnya belajar. Terus pertanyaan ketiga, apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?"*
- S1 : *"Kalau sekarang mulai agak suka."*
- R : *"Kenapa?"*
- S1 : *"Mau melatih diri untuk bisa bahasa Inggris."*
- R : *"Bisa berbicara gitu?"*
- S1 : *"Ya karena harus belajar."*
- R : *"Ya. Pertanyaan keempat, apakah Anda mencatat materi di papan tulis?"*
- S1 : *"Mencatat."*
- R : *"Terus pertanyaan kelima, apakah Anda berani berbicara bahasa Inggris?"*
- S1 : *"Tidak."*
- R : *"Mengapa?"*
- S1 : *"Tidak bisa. Nggak berani"*
- R : *"Apakah ada kemauan?"*
- S1 : *"Ada."*
- R : *"Terus pertanyaan keenam, apakah Anda mengerjakan tugas yang diberikan oleh guru?"*
- S1 : *"Ya sering dikerjakan kadang-kadang tidak."*
- R : *"Mengapa?"*
- S1 : *"Ya tidak bisa mengerjakan."*
- R : *"O, kan bisa diskusi sama temen. Terus pertanyaan yang ketujuh, apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?"*
- S1 : *"Diam saja."*
- R : *"Kenapa? Kan bisa bertanya ke temen-temen yang lain?"*
- S1 : *"Temen yang lain juga ada yang nggak bisa."*

- R : *“Biasanya kan yang perempuan itu kan rajin, mereka biasanya bisa.”*
- S1 : *“Yang perempuan itu pelit.”*
- R : *“O kenapa bisa seperti itu? Coba besok lain kali tanya sama temen ya. Terus pertanyaan yang kedelapan, menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!”*
- S1 : *“Ya memperhatikan kaya opo pas gojek ditegur sama guru.”*
- R : *“Berarti Anda sering gojek?”*
- S1 : *“Sering.”*
- R : *“Terus pertanyaan selanjutnya, apakah guru mendengarkan pendapat dari semua siswa?”*
- S1 : *“Mendengarkan.”*
- R : *“Bisa memberikan contoh?”*
- S1 : *“Yo kadang agak keras Miss.”*
- R : *“O misalnya ketika dikomen agak keras Miss, gitu terus mau. O ya, pertanyaan terakhir, apakah Anda membuat keributan ketika pembelajaran di kelas?”*
- S1 : *“Iya.”*
- R : *“Kenapa?”*
- S1 : *“Tidak fokus.”*
- R : *“Apakah belum sarapan?”*
- S1 : *“Ya, iya bisa jadi.”*
- R : *“Jadi sering gitu membuat keributan? Terima kasih untuk informasinya ya. Good luck. Assalamu’alaikum.”*
- S1 : *“Wa’alaikumussalam.”*

Interview 2

- R : *“Assalamu’alakum Wr. Wb*
- S2 : *“Wa’alaikumussalam*
- R : *“Good morning. Namanya siapa?*

- S2 : “Nasyid.”
- R : *“Maaf mengganggu ya. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Pertama, apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?”*
- S2 : *“Kadang-kadang.”*
- R : *“Kenapa?”*
- S2 : *“Sering lupa.”*
- R : *“Sering lupa? Padahal kan udah ada jadwalnya bahasa Inggris to bahasa Inggris tu hari Rabu sama Jumat kan?”*
- S2 : *“Iya buru-buru kalau mau ke sekolahnya itu.”*
- R : *“Rumahnya jauh? Besok bawa ya kamus setiap pelajaran. Pertanyaan selanjutnya, apakah Anda paham ketika guru menjelaskan materi?”*
- S2 : *“Kadang paham kadang tidak.”*
- R : *“Mengapa?”*
- S2 : *“Kurang jelas.”*
- R : *“Bertanya atau nggak kalau tidak paham?”*
- S2 : *“Tidak.”*
- R : *“Loh kenapa?”*
- S2 : *“Malu.”*
- R : *“Loh kan nggak papa sama temennya sendiri masak malu? Terus apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?”*
- S2 : *“Mencoba menyukai.”*
- R : *“Mengapa?”*
- S2 : *“Karena bahasa Inggris lebih sulit dari pelajaran yang lain.”*
- R : *“Karena faktor apa?”*
- S2 : *“Faktor berbicara.”*

- R : *“Berbicara? Selama ini Miss Indah tu kalau memberikan instruksi perintah gitu kan pake bahasa Inggris tapi kan juga ditranslet. Terus susahny di mana?”*
- S2 : *“Susahnya itu mengerjakan tugasnya.”*
- R : *“O mengerjakan tugasnya? Apakah Anda mencatat materi di papan tulis?”*
- S2 : *“Selalu.”*
- R : *“Apakah Anda berani berbicara bahasa Inggris?”*
- S2 : *“Tidak.”*
- R : *“Kenapa, tidak bisa? Kan bisa belajar. Setiap hari belajar nggak bahasa Inggris?”*
- S2 : *“Kadang-kadang belajar kadang-kadang enggak.”*
- R : *“Kalau hanya ada PR? Apakah Anda mengerjakan tugas yang diberikan oleh guru?”*
- S2 : *“Mengerjakan.”*
- R : *“Selalu?”*
- S2 : *“Ya kadang-kadang. Kadang lupa”.*
- R : *“Kenapa bisa gitu?”*
- S2 : *“Lupa.”*
- R : *“O sering lupa? Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?”*
- S2 : *“Tanya kepada teman.”*
- R : *“Siapa yang sering ditanya?”*
- S2 : *“Yang bisa.”*
- R : *“O mau?”*
- S2 : *“Kadang mau kadang tidak mau.”*
- R : *“Pernah nggak bertanya ke guru langsung?”*
- S2 : *“Pernah.”*
- R : *“Lalu responnya gimana?”*

- S2 : *"Dijelaskan."*
- R : *"Brarti nggak malu ya bertanya?"*
- S2 : *"Kadang malu kadang nggak og."*
- R : *"Menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!"*
- S2 : *"Saat bermain atau gojek."*
- R : *"Pernahkah ada temen Anda yang dikeluarkan? Misalnya saat rame atau gimana gitu."*
- S2 : *"Tidak."*
- R : *"Belum pernah. Apakah guru mendengarkan pendapat dari semua siswa?"*
- S2 : *"Mendengarkan."*
- R : *"Berikan contohnya!"*
- S2 : *"Saat bertanya itu .. pendapat."*
- R : *"Pendapat itu misalnya ketika diberi tugas tugas kelompok terus misalnya dikumpulkannya hari ini karena hari ini waktunya mepet, siswa memberikan pendapat untuk dikumpulkan besok. Miss Indah mau mendengarkan atau?"*
- S2 : *"Mau."*
- R : *"Pertanyaan terakhir, apakah Anda membuat keributan ketika pembelajaran di kelas?"*
- S2 : *"Kadang-kadang."*
- R : *"Mengapa seperti itu?"*
- S2 : *"Terbujuk teman."*
- R : *"O terbujuk teman. Terima kasih untuk informasinya ya dek."*

Interview 3

- R : *"Assalamu'alakum."*

S3 : *“Wa’alaikumussalam.”*

R : *“Good morning.”*

S3 : *“Good morning.”*

R : *“Namanya siapa dek?”*

S3 : *“Shandi Rahmad Jati.”*

R : *“Maaf mengganggu ya Shandi. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Yang pertama, apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?”*

S3 : *“Kadang-kadang.”*

R : *“Kenapa?”*

S3 : *“Ya kadang sering lupa, tergesa-gesa berangkatnya ke sekolah.”*

R : *“Kan jadwal bisa ditata pas malem, apa nggak belajar?”*

S3 : *“Ya kalau ada cuma ada PR doang.”*

R : *“Terus, apakah Anda paham ketika guru menjelaskan materi?”*

S3 : *“Ya. Karena kalau bu Indah mengajar suaranya keras tapi kedengeran dan selalu mendengarkan.”*

R : *“Berarti selalu paham?”*

S3 : *“Iya.”*

R : *“Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?”*

S3 : *“Ya.”*

R : *“Mengapa?”*

S3 : *“Ya karena bahasa Inggris itu lebih mudah dari pelajaran bahasa Arab.”*

R : *“O nilainya bagus ya bahasa Inggris?”*

S3 : *“Ya lumayan..”*

R : *“Berapa nilai UTS kemarin?”*

S3 : *“”UTS? Lupa nilai UTS kemarin.”*

- R : *“Apakah Anda mencatat materi di papan tulis?”*
- S3 : *“Ya.”*
- R : *“Selalu?”*
- S3 : *“Ya.”*
- R : *“Apakah Anda berani berbicara bahasa Inggris?”*
- S3 : *“Tidak.”*
- R : *“Mengapa?”*
- S3 : *“Malu, belum lancar.”*
- R : *“Kan tidak perlu lancar, yang penting bisa ngomong apapun nggak papa, misal menirukan siapa artis siapa atau penyanyi gitu nggak papa itu sudah termasuk berbicara. Gitu ya. Terus apakah Anda mengerjakan tugas yang diberikan oleh guru?”*
- S3 : *“Iya.”*
- R : *“Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?”*
- S3 : *“Tanya ke guru kembali kalau belum paham.”*
- R : *“Guru selalu menjawab?”*
- S3 : *“Iya.”*
- R : *“Menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!”*
- S3 : *“Ya kalau saat belajar kelompok guru itu selalu mengelilingi bertanya apakah sudah paham atau belum.”*
- R : *“Iya, terus apakah guru mendengarkan pendapat dari semua siswa?”*
- S3 : *“Iya kalau ingin setelah opa menerangkan pelajaran lalu bertanya apakah ada yang belum paham. La terus ada yang bertanya nati dijelaskan lagi.”*
- R : *“Apakah Anda membuat keributan ketika pembelajaran di kelas?”*
- S3 : *“Itu kadang.”*
- R : *“Seberapa sering?”*

- S3 : *“Ya kalau kadang ya kalau..”*
- R : *“Kenapa membuat keributan?”*
- S3 : *“Karena tidak paham nggak tahu apa yang dibicarakan.”*
- R : *“Tidak paham kok malah membuat keributan? Kenapa nggak bertanya ke temen saja?”*
- S3 : *“Belum selesai og nanti kalau udah selesai baru bertanya.”*
- R : *“O gitu, terima kasih ya informasinya. Good luck. Assalamu’alaikum.”*
- S3 : *“Wa’alaikumussalam.”*

Interview 4

- R : *“Assalamu’alakum.”*
- S4 : *“Wa’alaikumussalam.”*
- R : *“Good morning.”*
- S4 : *“Good morning.”*
- R : *“Namanya siapa dek?”*
- S4 : *“Miftah.”*
- R : *“Maaf mengganggu ya Miftah. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Pertama, apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?”*
- S4 : *“Selalu.”*
- R : *“Selalu? Baik. Apakah Anda paham ketika guru menjelaskan materi?”*
- S4 : *“Paham.”*
- R : *“Mengapa?”*
- S4 : *“Karena suka.”*
- R : *“O suka? Oya alright. Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru? Mengapa?”*
- S4 : *“Eh, hehehe ya gimana ya? Mudah untuk dipahami.”*

R : *“O mudah dipahami, tolong berikan contoh yang mudah dipahami itu!”*

S4 : *“Guru itu kalau menerangkan itu anu apa rinci gitu lo.”*

R : *“O bisa paham, jadinya jelas gitu ya? Apakah Anda mencatat materi di papan tulis?”*

S4 : *“Mencatat.”*

R : *“Selalu? Apakah Anda berani berbicara bahasa Inggris?”*

S4 : *“Berani.”*

R : *“Iya, mengapa bisa berani?”*

S4 : *“Hehehehe. Ya berani aja.”*

R : *“Oya berikan contohnya! Sederhana saja nggak papa.”*

S4 : *“I am fine.”*

R : *“Oke, yang lain. Misalnya saya tadi pagi ngapain, sarapan bersama siapa gitu.”*

S4 : *“I I always I always breakfast in the morning.”*

R : *“Iya, maksudnya gimana itu?”*

S4 : *“Saya selalu sarapan pagi pada pagi hari.”*

R : *“Ee.. lalu apakah Anda mengerjakan tugas yang diberikan oleh guru?”*

S4 : *“Iya.”*

R : *“Selalu?”*

S4 : *“Selalu.”*

R : *“Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?”*

S4 : *“Tanya ke guru.”*

R : *“Selain itu gimana?”*

S4 : *“Belajar memahami mengulang materi.”*

R : *“O brarti setiap di rumah belajar lagi gitu? Ya bagus. Ketika guru ditanya itu apakah penjelasannya itu jelas?”*

S4 : “*Jelas.*”

R : “*Iya, menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!*”

S4 : “*Ya kalau kalau saya agak gimana tidak fokus gitu langsung di..*”

R : “*Ditegur gitu? Oya... Sering tidak fokus?*”

S4 : “*Ya kadang-kadang.*”

R : “*Karena apa kok kadang-kadang tidak fokus?*”

S4 : “*Ada gangguan dari teman.*”

R : “*O duduknya di mana, depan atau belakang?*”

S4 : “*Tengah*”.

R : “*O tengah. Apakah Anda membuat keributan ketika pembelajaran di kelas?*”

S4 : “*Kadang-kadang.*”

R : “*Kenapa bisa seperti itu?*”

S4 : “*Ya karena kurang fokus aja.*”

R : “*Kurang fokus malah ribut, harusnya fokus ya.*”

S4 : “*Iya.*”

R : “*Terima kasih ya untuk informasinya. Good luck. Assalamu’alaikum Warahmatullahi wabarakatuh.*”

Interview 5

R : “*Assalamu’alakum.*”

S5 : “*Wa’alaikumussalam warahmatullahi wabarakatuh.*”

R : “*Good morning.*”

S5 : “*Good morning.*”

R : “*Namanya siapa dek?*”

S5 : “*Nasywa.*”

R : “*Maaf mengganggu ya Nasywa. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Yang pertama, apakah*

Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?"

- S5 : *"Eee kadang-kadang."*
- R : *"Kenapa?"*
- S5 : *"Bisa lupa, ee, bisa kamusnya bisa lupa."*
- R : *"Karena lupa?"*
- S5 : *"He.e."*
- R : *"Apa nggak menata jadwal?"*
- S5 : *"Ha?"*
- R : *"Nggak menata jadwal?"*
- S5 : *"Soalnya kamusnya nggak ditaruh di di tempat biasanya itu."*
- R : *"O la ditaruh di mana?"*
- S5 : *"Tempatnya pisah."*
- R : *"O pisah, apakah Anda paham ketika guru menjelaskan materi?"*
- S5 : *"Paham."*
- R : *"Kenapa?"*
- S5 : *"Karena dari dulu emang pelajaran kesukaan bahasa Inggris."*
- R : *"Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?"*
- S5 : *"Suka."*
- R : *"Kenapa bisa suka?"*
- S5 : *"Ya karena emang suka aja ama bahasa Inggris."*
- R : *"Oo, faktor lain?"*
- S5 : *"Karena. E... hehehe. Gurunya enak juga."*
- R : *"Apakah Anda mencatat materi di papan tulis?"*
- S5 : *"Iya."*
- R : *"Selalu? Apakah Anda berani berbicara bahasa Inggris?"*
- S5 : *"Berani."*

- R : *"Bisa kasih contoh?"*
- S5 : *"Gimana? Contoh gimana?"*
- R : *"Berbicara bahasa Inggris."*
- S5 : *"Hehehehe. Gimana ya. Dikasih kata-kata aja."*
- R : *"Saya bahasa Indonesianya ya. Liburan kemarin saya pergi ke pantai Parangtritis."*
- S5 : *"Liburan kemaren?"*
- R : *"Iya."*
- S5 : *"Last holiday, I go e I went to Parangtritis beach."*
- R : *"Contoh yang lain misalnya?"*
- S5 : *"Apa ya? Bingung."*
- R : *"Nggak papa. Terserah."*
- S5 : *"E..."*
- R : *"Nggak papa sebisanya."*
- S5 : *"Hehehehe. Bahasa Indonesia."*
- R : *"O bahasa Indonesia. Misalnya saya setiap hari berangkat ke sekolah jam 6."*
- S5 : *"I always go to school every day at 6 a.m."*
- R : *"O kenapa bisa berbicara bahasa Inggris?"*
- S5 : *"Karena dulu pas TK, SD kelas 1 tu udah belajar les bahasa Inggris sama orang luar langsung."*
- R : *"Orang luar langsung? Oke. Apakah Anda mengerjakan tugas yang diberikan oleh guru?"*
- S5 : *"Selalu."*
- R : *"Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?"*
- S5 : *"Nanya sama orang tua."*
- R : *"Kenapa nggak nanya ke guru?"*
- S5 : *"Karena kalo di orang tua itu waktunya bisa panjang."*

- R : *“Apakah orang tua guru bahasa Inggris?”*
- S5 : *“Enggak, tapi bisa bahasa Inggris.”*
- R : *“Oke, menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!”*
- S5 : *“Memperhatikan.”*
- R : *“Contohnya?”*
- S5 : *“Misalnya, anu kalau lagi ngajar matanya itu selalu memandang ke saya gitu.”*
- R : *“Apakah guru mendengarkan pendapat dari semua siswa?”*
- S5 : *“Iya.”*
- R : *“Berikan contohnya!”*
- S5 : *“Misalnya pendapat apa ya. Kayak pertanyaan gitu pasti langsung ditanggapi sama gurunya.”*
- R : *“Apakah Anda membuat keributan ketika pembelajaran di kelas?”*
- S5 : *“Nggak.”*
- R : *“Mengapa?”*
- S5 : *“Karena kalau belajar itu harus memperhatikan dong. Hehehehe.”*
- R : *“Ya, terima kasih untuk informasinya ya. Assalamu’alaikum.”*
- S5 : *“Wa’alaikumussalam.”*

Interview 6

- R : *“Assalamu’alakum.”*
- S6 : *“Wa’alaikumussalam.”*
- R : *“Good morning.”*
- S6 : *“Good morning.”*
- R : *“Namanya siapa dek?”*
- S6 : *“Namanya Laili.”*

- R : *"Siapa?"*
- S6 : *"Laili."*
- R : *"Maaf mengganggu ya. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Yang pertama, apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?"*
- S6 : *"Kadang-kadang."*
- R : *"Kenapa?"*
- S6 : *"Ya...soalnya berat mbak kalo bawa kamus."*
- R : *"Kenapa?"*
- S6 : *"Berat."Apa sering? Apakah selalu? Mengapa demikian?"*
- R : *"Apakah Anda paham ketika guru menjelaskan materi?"*
- S6 : *"Paham."*
- R : *"Kenapa?"*
- S6 : *"Karena emang udah suka sama bahasa Inggris."*
- R : *Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru? Mengapa?"*
- S6 : *"Iya."*
- R : *"Kenapa?"*
- S6 : *"Karena penyampaiannya itu juga bisa dengan keras."*
- R : *"O gitu ya, bervariasi gitu. Apakah Anda mencatat materi di papan tulis?"*
- S6 : *"Kadang."*
- R : *"Kenapa?"*
- S6 : *"Biasanya kalo lagi nggak mood kalau mau nulis itu kalau mau nulis agak gimana gitu."*
- R : *"Kalau misalnya nggak menulis gitu, nggak pinjem catatan temen?"*
- S6 : *"Pinjem."*

R : *“Apakah Anda berani berbicara bahasa Inggris? Mengapa?”*

S6 : *“Berani.”*

R : *“Kenapa?”*

S6 : *“Ya karena suka film-film luar sama udah klik bukan tebiasa, tapi suka.”*

R : *“Bisa memberikan contoh?”*

S6 : *“My name is Laili.”*

R : *“Oke, yang lain?”*

S6 : *“I like. I always watch film every day.”*

R : *“Thanks. Apakah Anda mengerjakan tugas yang diberikan oleh guru?”*

S6 : *“Kadang-kadang.”*

R : *“Kenapa?”*

S6 : *“Karena biasanya itu ada banyak PR terus kalo bahasa Inggris itu kalau udah sibuk sama yang satu tugas itu. Yang lain jadi kalau mau mengerjakan tugas yang lain kayak terganggu gitu lo jadi tidak fokus.”*

R : *“Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?”*

S6 : *“Bertanya.”*

R : *“Bertanya kepada siapa?”*

S6 : *“Temen.”*

R : *“Dijawab.”*

S6 : *“Dijawab.”*

R : *“Kenapa nggak bertanya pada guru saja?”*

S6 : *“Mungkin, gimana ya, hehehe karena..”*

R : *“Malu?”*

S6 : *“”Heheheh.. Iya.”*

R : *“Menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!”*

- S6 : *“Iya, misalkan kalau biasanya murid lagi mengerjakan tugas kelompok guru itu nyamperin. Biasanya kan guru selalu keliling melihat tugas dari muridnya. La biasanya itu kalau ada yang kurang tahu atau apa tugasnya itu tanya sama guru, ini tu caranya gimana.”*
- R : *“Apakah guru mendengarkan pendapat dari semua siswa?”*
- S6 : *“Iya.”*
- R : *“Contohnya?”*
- S6 : *“Contohnya kalau biasanya ada pendapat .. hehe.”*
- R : *“Gimana?”*
- S6 : *“Kalau ada pendapat dari murid yang lain terus habis itu ada yang menimpali..”*
- R : *“Menanggapi?”*
- S6 : *“Menanggapi terus gurunya itu sering mendengarkan.”*
- R : *“Apakah Anda membuat keributan ketika pembelajaran di kelas?”*
- S6 : *“Kalau bahasa Inggris jarang.”*
- R : *“Kenapa?”*
- S6 : *“Karena kalau bahasa Inggris lebih fokus.”*
- R : *“Harus fokus.” Terima kasih ya atas infonya. Assalamu’alukum”.*
- S6 : *“Wa’alaikumussalam”.*

Day, Date : Wednesday, November 1st, 2017

Place : Class IX-A, Dhuhur pray

Interview 7

- R : *“Assalamu’alakit Wr. Wb.”*
- S7 : *“Wa’alaikumussalam.”*
- R : *“Good morning.”*
- S7 : *“Good morning.”*

- R : *“Namanya siapa?”*
- S7 : *“My name is Fauziah.”*
- R : *“Oke Fauziah. Maaf mengganggu ya. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. misalnya membawa kamus setiap pembelajaran bahasa Inggris? Apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?”*
- S7 : *“Iya tapi pernah lupa. Pernah nggak bawa.”*
- R : *“Karena lupa? Lalu apakah Anda paham ketika guru menjelaskan materi?”*
- S7 : *“InsyaAllah paham.”*
- R : *“Kenapa?”*
- S7 : *“Karena apa ya kalau udah seneng kalau udah suka sama pelajarannya terus ya memperhatikan gitu lama-lama paham sendiri.”*
- R : *“Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?”*
- S7 : *“Suka.”*
- R : *“Kenapa?”*
- S7 : *“Seru. Kalau menurutku itu tergantung sama gurunya deh kalau gurunya apa muridnya aktif itu bakalan bisa jadi seru terus kalau gurunya kreatif juga itu bakalan bisa jadi seru.”*
- R : *“Tergantung sama guru dan muridnya ya brarti. Oke, apakah Anda mencatat materi di papan tulis?”*
- S7 : *“Ya.”*
- R : *“Apakah Anda berani berbicara bahasa Inggris?”*
- S7 : *“Hehehehe. Berani dikit-dikit. Ngomong apa?”*
- R : *“Ya, silahkan. Terserah.”*
- S7 : *“Good morning ma’am. My name is Fauziah Fathul Jannah. You can call me Fauziah. I was born on Sragen 18 March 2004.”*
- R : *“Oke. Apakah Anda selalu mengerjakan tugas yang diberikan oleh guru?”*

- S7 : *"Iya."*
- R : *"Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?"*
- S7 : *"Tanya ke temen kalau temen nggak tahu nanti tanya ke guru."*
- R : *"Apakah ketika Anda bertanya selalu dijawab oleh guru?"*
- S7 : *"Iya kecuali waktu ujian."*
- R : *"Oya. Menurut Anda, apakah guru memperhatikan Anda? Berikan contohnya!"*
- S7 : *"Maksudnya gimana?"*
- R : *"Maksudnya ketika apakah guru itu memperhatikan ketika Anda bertanya."*
- S7 : *"Ya."*
- R : *"Lalu apakah guru mendengarkan pendapat dari semua siswa?"*
- S7 : *"Ya tapi kalau apa pendapat orang-orang pada rame sendiri-sendiri yang ngasih pendapat pada rame gitu kadang enggak."*
- R : *"Apakah Anda membuat keributan ketika pembelajaran di kelas?"*
- S7 : *"Tidak."*
- R : *"Terima kasih ya informasinya. Assalamualaikum."*
- S7 : *"Wa'alaikumussalam."*

Interview 8

- R : *"Assalamu'alakum warahmatullahi wabarakatuh."*
- S8 : *"Wa'alaikumussalam warahmatullahi wabarakatuh.."*
- R : *"Good afternon."*
- S8 : *"Good afternoon."*
- R : *"Namanya siapa dek?"*
- S8 : *"Luthfiasari."*

- R : *“Oke Luthfi, maaf mengganggu ya. Saya ingin menanyakan beberapa hal mengenai pengelolaan kelas. Apakah Anda mematuhi peraturan kelas misalnya membawa kamus setiap pembelajaran bahasa Inggris?”*
- S8 : *“Kadang-kadang.”*
- R : *“Kenapa?”*
- S8 : *“Karena kadang-kadang kamusnya dipinjem sama saudara. Kadang juga ketinggalan gitu”*
- R : *“Jadi gantian gitu? Apakah Anda paham ketika guru menjelaskan materi?”*
- S8 : *“Kadang-kadang. Soalnya kadang i.”*
- R : *“Apakah Anda menyukai pelajaran bahasa Inggris yang disampaikan oleh guru?”*
- S8 : *“Suka.”*
- R : *“Kenapa?”*
- S8 : *“Karena menarik.”*
- R : *“Menariknya dalam segi apa?”*
- S8 : *“Dalam segi kayak menerangkan.”*
- R : *“Apakah Anda mencatat materi di papan tulis?”*
- S8 : *“Iya.”*
- R : *“Apakah Anda berani berbicara bahasa Inggris?”*
- S8 : *“Iya.”*
- R : *“Coba.”*
- S8 : *“Hi. I go to school everyday.”*
- R : *“Apakah Anda mengerjakan tugas yang diberikan oleh guru?”*
- S8 : *“Kadang.”*
- R : *“Kenapa?”*
- S8 : *“Soalnya kadang-kadang takut salah.”*
- R : *“Apa yang Anda lakukan ketika tidak memahami materi yang disampaikan oleh guru?”*

S8 : *"Tanya temen."*

R : *"Kenapa nggak tanya langsung ke guru?"*

S8 : *"Karena takut salah."*

R : *"Menurut Anda, apakah guru memperhatikan Anda?"*

S8 : *"Kadang-kadang."*

R : *"Coba berikan contohnya!"*

S8 : *"Ketika membaca kayak teks gitu, baca artikel-artikel."*

R : *"Apakah guru mendengarkan pendapat dari semua siswa?"*

S8 : *"Iya."*

R : *"Tolong berikan contohnya!"*

S8 : *"Ya kayak guru tu kalau kurang murid nambahin apa gitu."*

R : *"Pertanyaan terakhir, apakah Anda membuat keributan ketika pembelajaran di kelas?"*

S8 : *"Tidak."*

R : *"Terima kasih untuk informasinya ya. Assalamu'alikum."*

S8 : *"Wa'alaikumussalam."*

Day, Date : Wednesday, November 1st, 2017

Place : Teacher's office, the last period

R : Researcher

ET : English Teacher

Interview 9

R : *"Assalamualaikum warahmatullahi wabarakatuh."*

ET : *"Wa'alamussalam warahmatullahi wabarakatuh."*

R : *"Good afternoon Miss."*

ET : *"Good afternoon."*

R : *"Saya ingin menggali data mengenai pengelolaan kelas yang Anda lakukan. Ini mohon maaf sebelumnya karena ada lumayan*

banyak pertanyaan. Mohon untuk memberikan informasi yang cukup detail. Oke kita mulai dari pertanyaan pertama apa yang Anda lakukan sebelum mengajar?

ET : *“Sebelum mengajar ya pastilah kita mempersiapkan perangkat pembelajaran berarti berupa RPP itu.”*

R : *“Lalu tolong jelaskan peraturan di kelas, apakah peraturan tersebut tertulis?”*

ET : *“Peraturan untuk mata pelajaran atau?”*

R : *“Ya, untuk mata pelajaran.”*

ET : *“Ya kalau peraturan mata pelajaran bahasa Inggris di kelas itu tidak tertulis namun saya sampaikan di awal pertemuan. Kegiatan pembelajaran di kelas itu menggunakan ada e apa kontrak belajar dengan siswa dan biasanya ditulis di buku siswa masing-masing. Kalau tertulis di kelas tidak tapi setiap anak punya kontraknya.”*

R : *“Di buku catatan tadi ya.”*

ET : *“Biasanya siswa itu langsung sudah paham model dan karakter saya gitu.”*

R : *“Saat membuka pelajaran, apakah Anda memberikan apersepsi?”*

ET : *“Ya iya wajib no. Karena apersepsi itu kan nanti akan membangun konsentrasi siswa.”*

R : *“Apakah Anda menyebutkan tujuan pembelajaran serta manfaat yang diperoleh siswa dengan mempelajari materi tersebut?”*

ET : *“Selalu. Selalu. Karena apa yang kita lakukan itu harus selalu terarah dan punya tujuan. Kalau kita punya tujuan berarti jalan kita jelas.”*

R : *“Seringkah Anda menggambar suatu objek tertentu sebagai starting point?”*

ET : *“Tidak, tidak sering tapi pernah.”*

R : *“Misalnya untuk materi apa?”*

ET : *“Misalnya e mau menyampaikan tentang e ini tentang motivasi ya bahwa sesuatu yang sulit itu bukan berarti tidak dilakukan. Biasanya anak saya minta untuk menggambar atau menulis sesuatu dengan menggunakan tangan kiri. Kan anak-anak rata-rata kan right-handed bukan left-handed ya makanya saya minta*

mereka untuk menggambar memakai tangan kiri tapi mereka kan pasti lama itu jadinya nanti diambil hikmahnya dari itu bahwa kalau sesuatu yang tidak biasa dilakukan itu pasti sulit pasti butuh waktunya lama dan sebagainya. Jadi motivasinya di situ. Bagus untuk, apa, mengawali kegiatan pembelajaran.”

R : *“Baik, lalu bagaimana cara Anda menarik perhatian siswa agar mereka mau memperhatikan pelajaran?”*

ET : *“Ya banyak mbak ada banyak cara mbak tergantung situasi dan kondisinya seperti yang Anda lihat tadi dan yang Anda lihat kemarin kan beda-beda.”*

R : *“Ya.”*

ET : *“Tapi yang paling sering kalau misalnya ada anak yang rame saya mengatakan dengan kata “Hello” it means I ask they give me attention gitu. “Hello” mereka akan menjawab “Hi” langsung konsentrasi ke saya memperhatikan, gitu di antaranya. Atau bisa saya panggil misalnya yang membuat gaduh itu 1 anak atau 2 anak jadi saya panggil anak itu. Saya panggil untuk mengerjakan sesuatu, untuk melakukan sesuatu kegiatan pembelajaran. Seperti tadi misalnya ada yang ngantuk terus saya panggil, ayo dibaca. Otomatis ketika dipanggil itu tetep dia akan melek gitu, iya. Itu itu salah satu cara untuk menarik perhatian mereka. e kemudian kerja kelompok itu juga untuk menarik perhatian, dengan game, dengan joke, banyak caranya untuk menarik perhatian anak tergantung situasi dan kondisinya.”*

R : *“Apakah Anda melibatkan siswa dalam pembelajaran?”*

ET : *“Ya karena yan belajar itu siswa ya kita harus, makanya saya tetep menggunakan prinsip “involve me and I learn” jadi anak itu tetep harus terlibat langsung dalam kegiatan pembelajaran supaya tujuan pembelajaran kita di awal itu tercapai.”*

R : *“Bisa memberikan contoh riilnya?”*

ET : *“Contohnya kalau dal pembelajaran yang sudah Anda observasi tadi, ketika apa, kemarin ya ketika grammar ketika grammar, saya minta anak untuk mencari kata kerja yang e kalimat yang meggunakan passive voice. Kemudian saya minta anak unuk mencari kalimat yang aktif kemudian mereka mengubahnya menjadi pasif seperti itu. Jadi melibatkan anak secara langsung untuk praktek langsung seperti tadi mencari main idea anak langsung dilibatkan kemudian ketika anak itu tidak bisa langsung tanya kepada saya.”*

- R : *“Apa yang akan Anda lakukan jika Anda harus menuliskan materi di papan tulis? Karena posisi Anda kan membelakangi mereka, apakah siswa itu menunggu Anda selesai menulis baru melakukan note taking?”*
- ET : *“Sebenarnya gini, e ketika memberikan explanation. Explanation itu kan nggak semat-mat harus menulis kalau misalnya mau menuliskan sesuatu di papan tulis itu kan kita while we are taking a note, we are explaining the material. Jadi kan sambil kalau saya ya tekniknya mbak jangan membelakangi langsung begini (membelakangi sesuatu) kita agak memiringkan tubuh untuk bisa tetep one single time we can look all of, e around the classroom gitu. Ada anak yang gojek atau tidak, ada anak yang mencatat atau tidak akan tahu. Kalau saya posisinya tubuh seperti itu dan tidak terus-menerus menulis jadi poin-poinnya saja yang kita tulis di papan tulis, iya. Kalau kita menjelaskan kan panjang, nggak seluruh penjelasan itu kita tuliskan di papan tulis tapi the main point-nya saja.”*
- R : *“Apa yang Anda lakukan ketika menjelaskan materi grammar? Bagaimana cara Anda membuatnya lebih mudah untuk diterima oleh siswa?”*
- ET : *“Maaf gimana mbak?”*
- R : *“Ketika menjelaskan materi grammar itu jadi apa yang Anda lakukan agar materi tersebut mudah ditangkap oleh siswa?”*
- ET : *“Ya memberikan contoh-contoh yang riil. Yang kedua melibatkan anak untuk ikut belajar. Jadi memberikan contoh-contoh yang riil kemudian melibatkan anak untuk belajar me apa belajar tentang grammar itu.”*
- R : *“Gesture/bahasa isyarat apa saja yang sering Anda gunakan?”*
- ET : *“Ya banyak mbak di antaranya senyum itu wajib ya kemudian apa lagi ya gerakan tangan, gerakan tubuh gitu. Itu menurut saya gesture yang mendukung ketika kita bicara.”*
- R : *“Kalau misalnya.”*
- ET : *“Kemudian gazing tatapan mata itu menunjukkan...”*
- R : *“Point out our fingers that mean..”*
- ET : *“Iya..”*
- R : *“Five minutes left.”*

- ET : *“Iya itu gesture yang selalu kita gunakan. Gesture itu kan body language jadi gesture ya selalu dipakai. Karena bahasa itu kan diikuti dengan bahasa tubuh tidak hanya verbal language saja tapi body language tu mestinya tetep harus supaya apa yang kita sampaikan itu betul-betul bermakna gitu dan mengena pada siswa. Jadi kan kita nggak mungkin pake hanya gesture saja kan enggak. Kecuali kalau misalnya ditanya gitu, hee? Kalau dia misalnya kita sesuatu dia masih salah itu kita bilang pardon sambil mendekatkan telinga itu kan juga sebuah gesture juga. Ayo silakan, tangannya diangkat mempersilakan dan sebagainya.”*
- R : *“Apa yang selama ini Anda lakukan agar Anda bisa memberikan perintah yang tidak multitafsir?”*
- ET : *“Apa ya mbak? Yang dilakukan untuk memberikan perintah yang tidak multitafsir. Ya ada indikatornya perintahnya. Misalnya anak disuruh untuk membuat kalimat passive voice ya perintahnya please compose a passive voice sentence! Berapa jumlahnya gitu jadi ada indikatornya seperti soal-soal itu jadi anak tidak akan multitafsir gitu. Tapi kalau tetep ya yang namanya anak-anak itu tetep pasti hee misunderstanding itu ada ketidakpahaman itu mesti ada, kesalahpahaman dalam memahami perintah guru itu ada nah while they are doing some exercises, we are explaining gitu untuk meluruskan kemudian setelah akhir biasanya ada, apa, pemantapan materi.”*
- R : *“Bagaimana cara Anda untuk mengetahui pemahaman siswa akan materi yang diajarkan?”*
- ET : *“Ya otomatis menggunakan pre-test dan post-test no. Pre-test dan ulangan harian. Pre-test nya tidak harus selalu tertulis kan? Dari hasil karya hasil kerja siswa itu juga bisa dipakai untuk mengetahui apakah siswa itu sudah paham atau belum. Nah gitu, kalau untuk pemahaman secara individu ya kita lakukan ulangan harian mbak, kalau di kelas untuk pemahaman secara klasikal ya kerja kelompok.”*
- R : *“Grouping.”*
- ET : *“Grouping itu nah tapi grouping-nya itu kan tiap tema nanti akan berganti. Saat ini kan temanya masih tentang report text jadi masih itu-itu terus.”*
- R : *“Masih 1 grup?”*
- ET : *“Iya itu terus biar mereka ada pemahaman. Sejak awal itu sudah harus dipahamkan pada siswa bahwa ketika belajar itu jadikanlah*

teman dalam kelompok itu sebagai gurunya atau membiasakan peer teaching dalam pembelajaran.”

R : “Peer work?”

ET : “He.e peer teaching *pengajaran teman sebaya.*”

R : “*Ketika siswa itu berkelompok mereka diberi materi seperti apa?*”

ET : “*Hampir setiap materi kan bisa, contoh misalnya dialog itu kan bisa, nggak harus kelompok, yang namanya grup working in group atau apa, group working itu kan dua orang itu kan termasuk grouping kan? Cuman kalau dua itu kan istilahnya..*”

R : “Pair work.”

ET : “*Work in pair. Ya. Pair. Tapi kalau lebih dari dua ya kerja kelompok gitu jadi semuanya itu prosesnya itu mulai dari pembelajaran itu mulai dari klasikal kemudian grup dan individual mbak sasarannya. Jadi klasikal dulu, klasikal kemudian praktekkan ke kelompok-kelompok. Kalau kelompok itu sudah paham o pasti klasikal bilang sudah paham? Sudah. Ya karena ketika klasikal kan belajar dipandu oleh guru, ya kemudian ketika diberi pemahaman apakah sudah dipahami? Sudah. Ayo kita praktekkan secara grouping, kalau siswa bisa praktekkan secara individual. Jadi begitu, nanti kalau individual bisa pastikan ada dari beberapa grup-grup itu kan ada yang menonjol, tapi kan pasti ada yang tidak menonjol nah nanti kan kita tinggal enak. Individual-nya nanti kan tinggal enak paling tinggal ada beberapa anak yang tidak bisa itu paling karena waktu di grup dia tidak aktif. Tapi ketika di grup kita guru itu jangan diem aja di meja tapi tetep harus muter, harus siap ditanya, harus siap memfasilitasi, itu namanya fasilitator. Makanya ketika grouping saya jarang duduk di meja, saya duduk di meja itu paling muk menulis administrasi. Tapi saya tetep muter untuk memfasilitasi setiap grup ke grup lain ada yang tanya, sini tanya saya fasilitasi, sana tanya saya fasilitasi. Karena memang tujuannya membantu lebih detail lagi, kalau membantu secara individual kan butuh waktu terlalu lama. Makanya di dalam grup kecil-kecil itu semakin mereka mau belajar, semakin mereka itu banyak bertanya.*”

R : “O ya.”

ET : “*Itu salah satu cara mengaktifkan anak itu bekerja salam grup dan setiap individu itu akan paham. Jadi nanti ketika sasaran individual work atau pencapaian melihat hasil dari pembelajaran itu, ya insyaAllah akan lebih baik dari pada tidak. Mulai dari*

klasikan langsung individual seperti itu, lebih baik yang klasikal, individual, grouping.”

R : *“Bagaimana cara Anda untuk membuat siswa mau berbicara bahasa Inggris?”*

ET : *“Ya sebetulnya harus diberi motivasi. Ya kalau saya selalu gini mbak, berusaha setidaknya kita itu o memberi contoh. Guru itu kan orang dewasa, tugas guru itu di antaranya salah satunya adalah sebagai teladan sebagai contoh maka kalau siswa harus berbahasa Inggris, ya kita harus jadi model berbicara bahasa Inggris. Ya minimal 50% ketika berada di kelas itu pakai bahasa Inggris walaupun one single time biar anak itu tidak terlalu monoton kita menggunakan bahasa Jawa atau kita translete-kan ke. Bahasa Inggris, kan kita ngomong bahasa Inggris ini bla...bla...bla... gitu. Anak-anak kan ada yang bisa menangkap, ada yang separo, ada yang sama sekali, nah itu makanya kita bantu dengan, apa, mentranslete-kan apa yang kita ucapkan.”*

R : *“Pertanyaan terakhir, pernahkah Anda menceritakan pentingnya menggunakan bahasa Inggris?”*

ET : *“O iya, selalu. Karena apa? Itu untuk membangun motivasi mereka. jadi bahasa Inggris itu harus, karena bahasa asing walaupun di Indonesia sekarang bukan bahasa asing tapi second language sebagai second language. Tapi kan kesadaran anak-anak tidak di kota besar itu kan tidak begitu besar untuk menggunakan bahasa Inggris. Kesadaran mengenai pentingnya bahasa Inggris itu mereka belum, belum.”*

R : *“Belum ada.”*

ET : *“He.e, belum menyadari secara besar. Beda, mungkin anak-anak yang berada di kota-kota besar misalnya di kota Jogja, Surabaya, Jakarta kayak gitu kan mereka sudah memahami pentingnya bahasa asing gitu. Kalau di sini kan belum, apalagi ini sekolah Madrasah yang, yang apa ya masih belum apa ya. Anak-anak itu masih pilihannya tidak pilihan utama gitu lo. Kalau orang di Klaten itu madrasah itu pilihan yang kedua gitu lo. Ibaratnya kan seperti itu, makanya kan me.. apa memberikan motivasi bahasa Inggris begitu penting itu ya penting sekali. Saya selalu memberikan contoh-contoh, gambaran-gambaran bahwa bahasa Inggris itu penting untuk kehidupan kita. Karena satu ilmu apapun itu semuanya memakai translete-an dari bahasa Inggris. Kalau anda suka contohnya, misalnya ya, kalau Anda ingin mengkaji misalnya ilmu kedokteran. Ilmu kedokteran, ingin jadi dokter. Ilmu kedokteran itu, apa, tokoh dokter Islam itu adalah Ibnu Sina. Ibnu*

Sina itu buku-bukunya adanya di Barat. Sudah ditranslate bahasa Inggris karena dicuri orang-orang Yahudi.”

R : *“Orang-orang Barat.”*

ET : *“Iya, orang-orang Yahudi, makanya mereka dibuat pake bahasa Inggris. Kalau kamu tidak bisa bahasa Inggris, kamu tidak akan menguasai ilmu bidang kedokteran. E e tidak bisa menaklukkan mereka yang Yahudi, yang Nasrani, yang .. Itu di bidang ilmu kedokteran karena mereka menguasai dan berada di bahasa itu.”*

R : *“Masih ada beberapa pertanyaan, kita sambung di kesempatan berikutnya. Terima kasih atas informasi yang sangat detail. Semoga ada manfaat untuk ke depannya.”*

ET : *“Aaamiin.”*

R : *“Assalamualaikum warahmatullahi wabarakatuh.”*

ET : *“Wa’alamussalam warahmatullahi wabarakatuh.”*

Day, Date : Friday, November 3rd, 2017

Place : Teacher office, after the first break

R : Researcher

ET : English Teacher

Interview 10

R : *“Assalamualaikum warahmatullahi wabarakatuh.”*

ET : *“Wa’alamussalam warahmatullahi wabarakatuh.”*

R : *“Good morning, miss.”*

ET : *“Morning.”*

R : *“Ini saya mau melanjutkan wawancara yang kemarin untuk menggali data pertanyaan selanjutnya. Kan kemarin kita terakhir itu membahas tentang apakah penting guru itu memberikan pengetahuan tentang pentingnya bahasa Inggris. Lalu pertanyaan yang selanjutnya yaitu apakah Anda memberi cukup waktu pada siswa untuk berbicara bahasa Inggris?”*

ET : *“Selama kegiatan pembelajaran sebenarnya kalau untuk berbicara itu diberi waktu untuk berbicara bahasa Inggris, tapi pada prakteknya itu tidak, tidak bisa. Rata-rata anak ya berusaha*

menggunakan bahasa Inggris hanya untuk ketika awal pertemuan dan akhir pertemuan atau kadang-kadang saja. Kalau saya memang memberikan waktu sepenuhnya kalau memang kegiatan pembelajaran anak ya anak harus memakai bahasa Inggris baik aktif maupun pasif.”

R : *“Berarti hanya ketika ditanya good morning, terus how are you, gitu?”*

ET : *“Pertanyaan seperti “have you finished?” Perintah-perintah itu terutama tetep harus menggunakan bahasa Inggris. “Apakah Anda sudah paham”, “ya”, itu kan mereka menjawabnya tetep menggunakan bahasa Inggris. Kemudian perintah-perintah ketika dalam pembelajaran menggunakan bahasa Inggris dan mereka juga menjawabnya dengan bahasa Inggris. Kecuali kalau memang pembelajarannya speaking. Kalau speaking itu all the time ya kita meminta anak untuk menggunakan bahasa Inggris tapi kalau memang tidak tidak apa KD-nya tidak praktek untuk berbicara ya sebatas salam, sapa, leave-taking, kemudian mengucapkan terima kasih, kalau keluar untuk keluar itu kalau yang kelas IX itu sudah mulai mapan. Kemudian apa, perintah-perintah itu semua pake..., pemahaman, penekanan pemahaman itu semua menggunakan.”*

R : *“Ketika siswa berbicara bahasa Inggris, manakah yang lebih Anda soroti makna pesannya atau tata bahasanya?”*

ET : *“E kalau masalah yang sudah saya sampaikan tadi, bahasa yang sudah disampaikan oleh anak tadi, itu sudah include bermakna, sudah, apa, gramatically correct dan meaningful, meaningful gitu. Tapi kalau memang pembelajarannya itu KD-nya, KD-nya itu keterampilan yang berupa berbicara, maka harus pertama bagaimana anak itu mengucapkan kata, pronunciation-nya. Kemudian yang kedua pronunciation itu dapat dilihat dari keberanian anak untuk mengucapkan kata itu. Keberanian itu bisa ditunjukkan dari dia bersuara lantang atau tidak. Biasanya kan anak-anak hanya apa kayak bergumam gitu kalau berbicara bahasa Inggris, takut salah, takut, dan sebagainya, seperti itu. Jadi yang pertama pronunciation, kalau dari pronunciation-nya betul kita tinggal membetulkan nanti grammar-grammar-nya dan sebagainya. Jadi poin-poin ketika berbicara itu ya tetep harus dianu difokuskan, tidak hanya berbicara. Kita tetep harus memberikan sesuatu yang benar baik itu vocab-nya ataupun grammar-nya. Karena kalau dalam, kalau tidak menyertakan grammar-nya tidak berterima. Karena memang grammar bahasa Indonesia dan bahasa Inggris berbeda. Tetep harus diajarkan sesuai dengan kaidah dan ajaran agar anak bisa berkomunikasi secara bermakna. Bermakna secara makna arti terjemahan kata*

per kata dan makna secara gramatikal baik sosial makna sosial juga.”

R : *“Apa yang Anda lakukan ketika siswa memberikan jawaban yang salah?”*

ET : *“Biasanya saya tawarkan ke temen-temennya apakah ini salah atau benar, nanti kan ada temennya yang akan ngoreksi. O itu salah gitu. Nah, kalau sudah ada yang mengatakan itu salah berarti anak-anak itu terlibat dalam kegiatan pembelajaran. Nanti kita benarkan bersama-sama sehingga menjadi pemahaman dalam satu kelas itu. Semua anak jadi paham bahwa yang kalimat kalau seperti itu tu salah, yang bener itu kita kerjakan bersama pbenarannya.”*

R : *“Apakah Anda sering minta masukan dari siswa mengenai cara mengajar di kelas?”*

ET : *“Kalau masukan secara khusus tidak mbak. Tapi selama ini saya memang belum secara khusus itu maksudnya lewat angket atau lewat wawancara. Tapi kan saya selalu berbicara “apakah Anda sudah paham?”, dengan berbagai macam bahasa, atau dengan berbagai macam diction, mungkin “do you get my point?”, do you understand?” seperti itu. Kemudian kalau misalnya e anak itu masih diam biasanya saya mengatakan seperti ini “jangan takut untuk bertanya kepada guru, kalau Anda takut pada, misalnya nggak enak hati bertanya pada saya mungkin bisa di kelas risih di kelas gitu bisa brtanya di luar kelas, atau bertanya kepada yang lain gitu”. Terus biasanya saya tanyakan kalau paham atau tidak itu kan kaitannya dengan cara kita mengajar kan? Anda maunya seperti apa. Tapi kalau secara khusus memang belum, kalau secarageneralitu sering ya sering seperti kalau di kelas FD itu kan selalu saya menanyakan untuk diri saya sendiri, bisa guru-guru yang jadi pokok-pokok penekanan di kelas itu saya kurang apa, kurang bagaimana, saya memfasilitasi bagaimana, suara saya kurang jelas atau tidak. Terus metode yang saya gunakan sudah sesuai dengan apa, apa, berterima atau tidak. Media yang saya gunakan terlalu rumit atau tidak dan lebih memudahkan atau tidak, itu.”*

R : *“Semisal mereka memberikan masukan-masukan selama ini apakah Anda telah mempraktekannya?”*

ET : *“Ya. Kalau mereka menginginkan itu, tapi selama ini mereka ya tidak pernah anu, fine-fine aja dengan saya selama ini lo kalau saya berkomunikasi, nggak tahu kalau misalnya berkomunikasi dengan orang lain mungkin anak-anak mungkin takut. Tapi selama ini ketika saya memberikan penjelasan kurang dipahami, o pernah*

saya dikoreksi sama anak. Miss, kalau berbicara terlalu cepet. Naa gitu, terus akhirnya yo saya juga mulai agak slow down. Tapi karena memang gaya bicara saya itu terlalu cepet, jadi anak-anak itu terlalu cepet bicaranya. Kalau jelasnya ya jelas tapi kalau saya biasanya terlalu cepet bicaranya. Tapi anak-anak sudah hafal begitu sudah tahu kan, anak-anak langsung itu langsung memperhatikan. Untuk kelas-kelas yang apa, anak-anak itu yang pandai otomatis saya bicaranya cepet banget gitu. Kalau untuk yang biasaslow learners ya step by step tetep step by step. Saya insyaAllah hafal masukan dari siapapun akan saya pertimbangkan untuk kebaikan semuanya, itu.

R : *“Apa yang Anda lakukan ketika waktu telah habis sementara ada sebuah kelompok yang belum selesai mengerjakan tugas?”*

ET : *“Ya tergantung, tergantung tugasnya. Kalau memang tugasnya itu memang membutuhkan waktu yang panjang setidaknya membutuhkan waktu yang panjang. Karena biasanya saya men-deadlinewaktu itu agar anak itu tidak ada yang main-main. Saya memberikan waktu itu biar waktu untuk pembelajaran itu tetep efektif, tidak ada yang main-main. Anak tetep belajar, berusaha untuk bekerja dan belajar. Tapi kalau memang membutuhkan waktu yang panjang ya saya beri waktu untuk dikumpulkan besok atau istirahat kedua atau apa, setelah pembelajaran, biasanya.”*

R : *“O jadi misalnya ada yang belum selesai gitu tidak diberikan waktu saat pembelajaran itu?”*

ET : *“Iya, kan karena waktu sudah habis, ya waktu sudah habis. Tetapi kalau memang harus selesai tetapi masih ada kelompok yang tidak selesai tetep harus dikumpulkan.”*

R : *“Selesai nggak selesai dikumpulkan.”*

ET : *“Iya, kan untuk menentukan nilai kan, biasanya. Tapi kalau memang waktunya itu memang panjang itu biasanya saya toleran dengan waktunya sangat panjang saya kasih toleran dikumpulkan harii berikutnya tapi pagi-pagi biasanya pagi-pagi harus berada di meja saya sekaligus untuk menguji kedisiplinan anak juga di grup di kelompok itu. Tapi kalau tidak terlalu lama biasanya saya suruh mengumpulkan setelah pulang sekolah, tapi kalau memang itu waktunya itu memang harus selesai kalau ada kelompok yang tidak bisa menyelesaikan ya tetep harus kumpul, mau tidak mau harus tetep kumpul.”*

R : *“Apa yang Anda lakukan ketika siswa membuat kegaduhan?”*

- ET : *“Kegaduhannya tentang apa dulu, kalau kegaduhannya mereka diskusi ya kita hanya ayo diskusinya difokuskan, kurangi suara dalam kelompok, ya diingatkan seperti itu. Tapi kalau kegaduhannya melewati batas ya diperingatkan secara keras.”*
- R : *“Apakah selama ini sudah pernah di kelas IX-A pernah mengeluarkan siswa yang kelewatan kegaduhannya?”*
- ET : *“Alhamdulillah belum pernah, kalau siswa kelas IX-A gaduh sih gaduh kalau mereka memang sedang belajar dalam kelompok itu gaduh yang saya maksudkan adalah gaduhnya gaduh positif gitu lo bukan gaduh membuat keributan gojek itu biasanya kalau nylemong-nylemong bikin kegaduhan gitu saya berikan kayak sindiran gitu yang bisa mematikan anak itu untuk malu untuk melakukannya, dalam bentukjokebiasanya itu. Ya kayak, sebenarnya mungkin itu salah satunya pembulian dengan cara rodok diingerke sedikit mentalnya itu kan akhirnya punya malu. Ya kalau di kelas seperti itu ya kita bangkitkan lagi dengan joke lo ya nek kroso yowis alhamdulillah untuk pembelajaran. Seperti tadi anak-anak kelas IX-B aja mereka juga karena melakukan kesalahan juga minta maaf. Jadi kalau yang anak yang apa ya kelas-kelas yang memang sudah tertata gitu karena dulu waktu di kelas VII itu memang saya yang memfasilitasi jadi sudah tahu karakter saya. Saya tu apa ya mereka tertib jadi mereka sudah tahu karakter saya. Tapi rileks, tidak otoriter, saya tetep mengikuti alurnya anak muda gitu. Itu kan namanya fasilitator kan seperti itu. Guru itu harus sebagai fasilitator, sebagai moderator, sebagai model, sebagai apa itu, teman. Iya kan, sebagai, macem-macem.”*
- R : *“Bagaimana feedback yang Anda berikan setelah siswa mengerjakan soal?”*
- ET : *“Biasanya kita kerjakan bersama-sama dengan masing-masing anak mendapat tugas untuk mengerjakan nanti dianalisa bersama-sama. Kemarin kan kita mendapatkanfeedbackdari pembelajaran itu lewat soal-soal. Ada anak yang tahu o ternyata ada beberapa anak yang belum paham. Saya mulai me-reviewlagi mengulang lagi. Biasanya yang sulit itu sering saya ulang-ulang, koyok report ini kan berkali-kali mbak, yang saya memberikan informasi bahwareportitu adalah teks yang membutuhkan data-data riil, fakta itu lewat observasi, lewat interview, penelitian pun lewat boleh perpustakaan. Kalau perpustakaan tidak ada, yo lewat internet browsing internet seperti itu. Dan saya praktekan saya minta berkali-kali mereka dapet data apa gitu berkali-kali jadi mereka paham. Saya sampaikan datanya kemudian digolong-golongkan. Jadi membuat passive voice. Passive voice itu agak sulit. Biasanya 1 materi 1 kali pertemuan tetapi yang kemarin itu*

dua kali karena ya memang cukup sulit. Pokoknya materi-materi yang anak itu cukup sulit, saya ulang-ulang. Tapi kalau yang mudah contohnya label, la itu kan mudah? La itu saya tugaskan langsung gitu anak sudah paham. Paling satu jam pelajaran selesai dah langsung kasih tugas selesai. Label itu kan fungsi sosialnya kita harus bisa melihat dengan mempelajari label berarti kita bisa membuat hidup kita itu akan lebih baik, to? Karena label misalnya kan label makanan, bisa tahu komposisi dari makanan jadi kan misalnya belanja ke toko itu dipraktikkan. Belanja susu, Anda mau beli susu. Bagaimana cara memilih, ora sing dipilih regone. Yang pertama itu komposisi gizinya dulu, beratnya, setelah habis itu harganya kan? Tapi kalau orang awam biasanya kan sing dipilih regone. Ya itu hanya pemberitahuan kepada anak-anak agar kehidupan kita itu lebih baik. Kan real? Memang pembelajaran bahasa Inggris SMP ini memang tentang kehidupan sehari-hari. Saiki regone murah, paling selisihnya sedikit tapi gizinya lebih bagus, Anda mau pilih yang mana, gitu? Saya hanya gitukan saja semua tahu paling selisihnya paling mahal itu Rp 100,00 atau Rp 200,00 antara susu satu dengan susu yang lain itu yang satu Rp 1.800,00 yang satu Rp 1.600,00. Mereka saya suruh jajan, saya suruh bawa makanan, terus saya suruh makan. Kan nyantai, happy, kan gaduh, karena makan, gaduh, tapi kan gaduhnya gaduh nanti terarah gitu. Makanan yang dibawa, dibuka, dimakan. Kalau yang bawa obat ya jangan dibuka terus jangan dimakan, kalau bawa minuman ya saya suruh minum. Sekarang dah kenyang semuanya? Sudah. Sekarang kita amati mulai dari komposisinya, nama produknya apa. Misalnya apa itu Tango, deskripsinya apa, o itu ternyata biskuit berupa wafer kan gitu? Nati setelah itu rasa coklat, kemudian ingredients-nya apa saja, komposisinya apa saja, kadar gizinya berapa, jumlah berat opo isinya berapa. Itu ka kalau kita belanja itu harganya murah tapi ternyata beratnya beda, ternyata malah yang justru berkualitas harganya walaupun harganya lebih mahal sedikit tapi ternyata lebih murah gitu karena lebih berat, dan sebagainya. Jadi kalau mengajar itu ya memang pembelajaran sekarang kan memang harus kontekstual. Anak itu meobservasi sendiri kemudian melakukan. Pembelajaran yang kontekstual di dunia nyata.”

R : “Pertanyaan terakhir, bagaimana Anda menutup pembelajaran?”

ET : “Menutup pelajaran kan biasanya ada tanda kalau jam pelajaran selesai itu kan ada tanda bel, kan kita juga nggak sekonyong-konyong langsung menutup. Kita lihat dulu, ibaratnya orang berkendara kan kita yo tidak langsung ngerem mendadak, njungkel hehehe. Kita tenang dulu anak, diberi tahu kalau waktunya itu sudah habis kemudian kalau mata pelajarannya sudah habis kalau kita sedang menjelaskan ya kita selesaikan dulu, kita tawarkan,

kita selesaikan penjelasannya, saya minta waktu sekian menit untuk anu. Okay, jadi ada penawaran tujuannya. Iya, karena apa? Nanti kalau saya melanjutkan, anak tidak ikhlas pun nanti akan gaduh. Jadi kalau saya tawarkan, “kita lanjutkan ya sebentar”. Mereka setuju, oke berarti mereka tetap ada perhatian. Kemudian ya seperti biasa kita closing kita selalu mengutarakan apa penekanan hari itu, kita underline. Hari ini kita belajar report text. Kita kan hari ini belajar mengulang lagi tujuannya itu diulang lagi. Kemudian kalau memang ada PR, kalau memang belum selesai ya kita buat itu tugas di rumah biar anak-anak tetap ada, e tetap ada pengulangan materi, tetap ada penguatan. Setelah itu, ya kita tutup. Kita berharap semoga bermanfaat, ketemu lagi pertemuan selanjutnya.”

R : “Apakah Anda melakukan penyimpulan?”

ET : “Ya kan belum tentu. Kalau memang sudah selesai ya kita simpulkan, kalau belum selesai mari kita bahas pertemuan selanjutnya. Jadi kalau memang belum selesai ya belum ada penyimpulan. Jadi kalau saya kan kadang itu di tengah pembelajaran karena itu melanjutkan pembelajaran yang kemarin. Tidak selalu setiap akhir pembelajaran itu kesimpulan. Kecuali kalau memang single activity selesai. Hari ini kita selesai, kita simpulkan, kita tutup. Memanggil kembali apa yang.”

R : “Cukup untuk pertanyaannya sangat detail sekali. Terima kasih atas informasi yang diberikan. Semoga bermanfaat untuk kita semua. Terima kasih.”

R : “Assalamualaikum warahmatullahi wabarakatuh.”

ET : “Wa’alamussalam warahmatullahi wabarakatuh.”

Appendix 4

Variabel	Indicator	Item	
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Students' responds	Students cannot live up to the conflicting demand which he places on himself.	1,	
	Students strike out at the source of discomfort.	3,	
	good student, who tries harder, gets the right answers more of the time, pleases the teacher, and learns something.	7, 8, 9, 10	
Total		1	

BLUE-PRINT QUESTIONNAIRE OF STUDENTS' RESPONSES

Appendix 5

ANGKET RESPON SISWA TERHADAP PENGELOLAAN KELAS

Nama :

Kelas/ No. :

Hari, Tanggal :

Tujuan: Untuk mengetahui elemen-elemen pengelolaan kelas bahasa Inggris dan respon siswa.

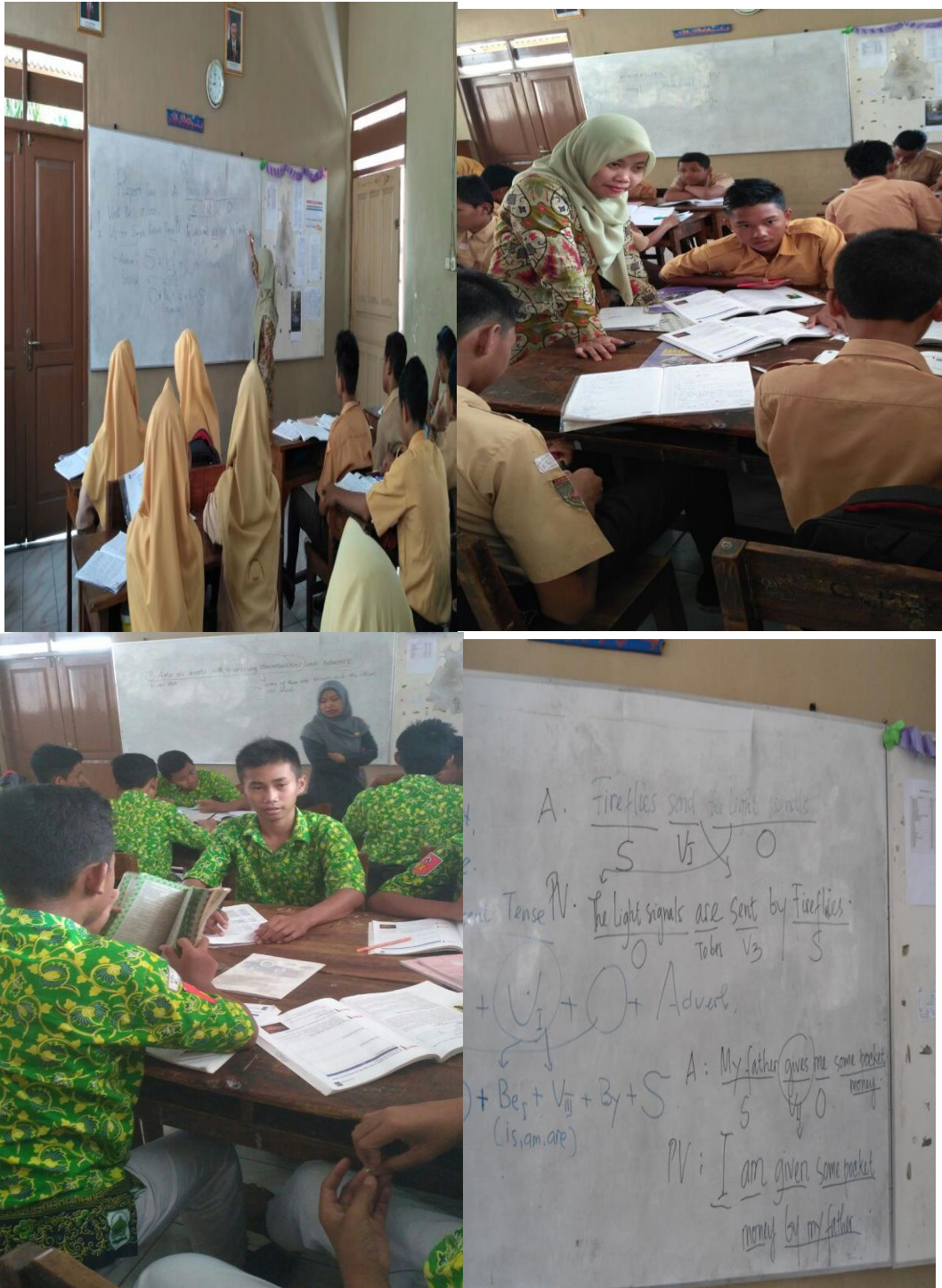
Petunjuk Pengisian: Isilah angket dibawah ini dengan memberikan tanda (√) pada kolom yang tersedia. Jawablah sejujur-jujurnya setiap nomor di angket ini karena jawaban Anda tidak akan mempengaruhi nilai Bahasa Inggris dan sifatnya rahasia.

No.	Pertanyaan	Pilihan Jawaban				
		lalu	ring	dang- kadang	rang	lak Pernah
	<i>ya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya.</i>					
	<i>ya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.</i>					
	<i>ya membenci guru Bahasa Inggris dan segala hal yang berhubungan dengan Bahasa Inggris.</i>					

	<i>ya membuat keributan di kelas.</i>					
	<i>ya memiliki konflik dengan guru atau teman sekelas ketika pelajaran Bahasa Inggris.</i>					
	<i>ya memperhatikan penjelasan guru.</i>					
	<i>ya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris.</i>					
	<i>ya berlatih terus menerus karena saya ingin jawaban saya benar.</i>					
	<i>ya ingin membuat guru senang.</i>					
	<i>ya ingin belajar banyak hal dari guru Bahasa Inggris.</i>					

Appendix 6

PHOTOGRAPHS



Appendix 7

STUDENTS' QUESTIONNAIRES

ANGKET PENGELOLAAN KELAS DAN RESPON SISWA

Nama : Rosda Fatimah M

Kelas/No. : 1x A / 26

Hari, Tanggal : Jum'ad, 27-10-2017

Tujuan: Untuk mengetahui elemen-elemen pengelolaan kelas bahasa Inggris dan respon siswa.

Petunjuk Pengisian: Isilah angket dibawah ini dengan memberikian tanda (√) pada kolom yang tersedia. Jawablah sejujur-jujurnya setiap nomor di angket ini karena jawaban Anda tidak akan mempengaruhi nilai Bahasa Inggris dan sifatnya rahasia.

No.	Pertanyaan	Pilihan Jawaban				
		Selalu	Sering	Kadang -kadang	Jarang	Tidak Pernah
1.	Guru membuka pelajaran dengan mengaitkan materi terhadap dunia nyata, serta menjelaskan apa yang akan dilakukan dan manfaat yang diperoleh setelah mempelajarinya.	✓				
2.	Guru membuka pelajaran dengan menggambar sesuatu yang berhubungan dengan materi, menuliskan kata kunci, atau memberikan cerita lucu.			✓		
3.	Untuk menarik perhatian siswa, guru mengamati semua siswa, menggerakkan tangan seolah-olah mengajak untuk berdiskusi.		✓			
4.	Guru memberikan perintah dengan jelas sehingga murid mengetahui apa yang harus dikerjakan.	✓				
5.	Guru menggunakan isyarat untuk memperjelas perintah misalnya menunjukkan 5 jari yang bermakna waktu kurang 5 menit dan mengganggu yang menandakan setuju.				✓	
6.	Guru menyuruh siswa untuk membaca teks, menulis kosa kata atau jawaban pertanyaan di papan tulis.		✓			
7.	Siswa diberi kesempatan untuk berdialog kepada teman lain dari pada hanya berdialog dengan guru.			✓		

		Selalu	Sering	Kadang -kadang	Jarang	Tidak Pernah
8.	Guru berbicara dengan suara yang jelas, keras tetapi tidak terkesan berteriak, dapat didengar, serta bervariasi sesuai ekspresi.	✓				
9.	Guru meminta siswa mengerjakan tugas secara individu.			✓		
10.	Guru membagi siswa menjadi beberapa kelompok, atau membagi siswa menjadi berpasangan (2 siswa) saat mengerjakan tugas.			✓		
11.	Guru mengarahkan siswa saat pembentukan kelompok.		✓			
12.	Guru menerapkan tatanan tempat duduk berderet.	✓				✗
13.	Guru tidak hanya duduk di kursi tetapi berdiri, berkeliling mendampingi siswa saat berdiskusi, mengawasi, serta memberikan masukan.	✓				
14.	Guru menghampiri siswa, melihat apakah siswa mengerjakan tugas dengan benar, guru memberikan arahan bila diperlukan.		✓			
15.	Guru mendengarkan secara keseluruhan apa yang dibicarakan siswa dalam bahasa Inggris tanpa memotongnya sedikit pun.	✓				
16.	Guru membagi papan tulis ke dalam beberapa bagian misalnya untuk menulis kosa kata baru, pertanyaan, <i>grammar</i> (tata bahasa), atau menempel gambar.	✓				
17.	Guru menggunakan media pembelajaran lain berupa gambar ilustrasi, filmstrip, rekaman, radio, TV, gambar tiruan, dan praktek langsung membuat sesuatu.	✗	✓			
18.	Saya kurang percaya diri ketika berbicara Bahasa Inggris.				✗	✓
19.	Berbicara menggunakan bahasa Inggris itu sulit sehingga saya menggunakan bahasa Indonesia saja.			✓		
20.	Guru mendiamkan siswa terlebih dahulu ketika siswa gaduh.		✗	✓		
21.	Jika siswa telah kelewatan dalam membuat kegaduhan, guru meminta siswa tersebut keluar dari kelas.				✓	
22.	Guru bertindak tegas misalnya secara langsung menghentikan aktivitas siswa yang dirasa kurang bermanfaat.		✓			

		Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
23.	Pada awal semester pelajaran bahasa Inggris guru membuat tata tertib serta hukuman jika peraturan tersebut dilanggar.	✓				
24.	Guru dan siswa membuat kesepakatan hukuman apabila siswa melanggar tata tertib.	✓				
25.	Guru memberi orang tua siswa tata tertib pembelajaran Bahasa Inggris yang telah disepakati dengan siswa.				✓	✓
26.	Guru memberikan umpan balik kepada apa yang dilakukan siswa misalnya dengan mengatakan <i>Good, All Right, Okay, Very Good</i> .	✓				
27.	Saat ada kelompok yang belum selesai mengerjakan tugas, guru tidak menutup pelajaran begitu saja, tetapi memberi kelonggaran waktu sekitar 2 menit untuk kelompok tersebut.			✓		
28.	Ketika menutup pelajaran, guru memberikan kesimpulan serta memberikan gambaran mengenai apa yang akan dipelajari pada pertemuan selanjutnya.	✓				
29.	Guru melakukan langkah-langkah pembelajaran dengan lengkap (pembukaan, inti materi, dan penutup).	✓				
30.	Guru bersedia meminta pendapat/saran pada siswa mengenai bagaimana dirinya mengajar di kelas.			✓		
31.	Saya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya.					✓
32.	Saya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.					✓
33.	Saya membenci guru Bahasa Inggris dan segala hal yang berhubungan dengan Bahasa Inggris.					✓
34.	Saya membuat keributan di kelas.					✓
35.	Saya memiliki konflik dengan guru atau teman sekelas ketika pelajaran Bahasa Inggris.					✓
36.	Saya memperhatikan penjelasan guru.	✓				
37.	Saya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris.	✓				
38.	Saya berlatih terus menerus karena saya ingin jawaban saya benar.	✓				
39.	Saya ingin membuat guru senang.	✓				
40.	Saya ingin belajar banyak hal dari guru Bahasa Inggris.	✓				

ANGKET PENGELOLAAN KELAS DAN RESPON SISWA

Nama : N A

Kelas/ No. :

Hari, Tanggal :

Tujuan: Untuk mengetahui elemen-elemen pengelolaan kelas bahasa Inggris dan respon siswa.

Petunjuk Pengisian: Isilah angket dibawah ini dengan memberikan tanda (√) pada kolom yang tersedia. Jawablah sejujur-jujurnya setiap nomor di angket ini karena jawaban Anda tidak akan mempengaruhi nilai Bahasa Inggris dan sifatnya rahasia.

No.	Pertanyaan	Pilihan Jawaban				
		Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
1.	Guru membuka pelajaran dengan mengaitkan materi terhadap dunia nyata, serta menjelaskan apa yang akan dilakukan dan manfaat yang diperoleh setelah mempelajarinya.				✓	
2.	Guru membuka pelajaran dengan menggambar sesuatu yang berhubungan dengan materi, menuliskan kata kunci, atau memberikan cerita lucu.				✓	
3.	Untuk menarik perhatian siswa, guru mengamati semua siswa, menggerakkan tangan seolah-olah mengajak untuk berdiskusi.		✓			
4.	Guru memberikan perintah dengan jelas sehingga murid mengetahui apa yang harus dikerjakan.	✓				
5.	Guru menggunakan isyarat untuk memperjelas perintah misalnya menunjukkan 5 jari yang bermakna waktu kurang 5 menit dan mengangguk yang menandakan setuju.					✓
6.	Guru menyuruh siswa untuk membaca teks, menulis kosa kata atau jawaban pertanyaan di papan tulis.		✓			
7.	Siswa diberi kesempatan untuk berdialog kepada teman lain dari pada hanya berdialog dengan guru.		✓			

		Selalu	Sering	Kadang -kadang	Jarang	Tidak Pernah
8.	Guru berbicara dengan suara yang jelas, keras tetapi tidak terkesan berteriak, dapat didengar, serta bervariasi sesuai ekspresi.	✓				
9.	Guru meminta siswa mengerjakan tugas secara individu.			✓		
10.	Guru membagi siswa menjadi beberapa kelompok, atau membagi siswa menjadi berpasangan (2 siswa) saat mengerjakan tugas.		✓	✓		
11.	Guru mengarahkan siswa saat pembentukan kelompok.	✓		✓		
12.	Guru menerapkan tatanan tempat duduk berderet.	✓				
13.	Guru tidak hanya duduk di kursi tetapi berdiri, berkeliling mendampingi siswa saat berdiskusi, mengawasi, serta memberikan masukan.	✓	✓			
14.	Guru menghampiri siswa, melihat apakah siswa mengerjakan tugas dengan benar, guru memberikan arahan bila diperlukan.		✓			
15.	Guru mendengarkan secara keseluruhan apa yang dibicarakan siswa dalam bahasa Inggris tanpa memotongnya sedikit pun.		✓	✓		
16.	Guru membagi papan tulis ke dalam beberapa bagian misalnya untuk menulis kosa kata baru, pertanyaan, <i>grammar</i> (tata bahasa), atau menempel gambar.		✓		✓	
17.	Guru menggunakan media pembelajaran lain berupa gambar ilustrasi, filmstrip, rekaman, radio, TV, gambar tiruan, dan praktek langsung membuat sesuatu.		✓		✓	
18.	Saya kurang percaya diri ketika berbicara Bahasa Inggris.		✓			
19.	Berbicara menggunakan bahasa Inggris itu sulit sehingga saya menggunakan bahasa Indonesia saja.		✓			
20.	Guru mendiamkan siswa terlebih dahulu ketika siswa gaduh.		✓			
21.	Jika siswa telah kelewatan dalam membuat kegaduhan, guru meminta siswa tersebut keluar dari kelas.				✓	
22.	Guru bertindak tegas misalnya secara langsung menghentikan aktivitas siswa yang dirasa kurang bermanfaat.				✓	

		Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
23.	Pada awal semester pelajaran bahasa Inggris guru membuat tata tertib serta hukuman jika peraturan tersebut dilanggar.				✓	
24.	Guru dan siswa membuat kesepakatan hukuman apabila siswa melanggar tata tertib.				✓	
25.	Guru memberi orang tua siswa tata tertib pembelajaran Bahasa Inggris yang telah disepakati dengan siswa.				✓	
26.	Guru memberikan umpan balik kepada apa yang dilakukan siswa misalnya dengan mengatakan <i>Good, All Right, Okay, Very Good</i> .		✓			
27.	Saat ada kelompok yang belum selesai mengerjakan tugas, guru tidak menutup pelajaran begitu saja, tetapi memberi kelonggaran waktu sekitar 2 menit untuk kelompok tersebut.		✓	✓		
28.	Ketika menutup pelajaran, guru memberikan kesimpulan serta memberikan gambaran mengenai apa yang akan dipelajari pada pertemuan selanjutnya.	✓				
29.	Guru melakukan langkah-langkah pembelajaran dengan lengkap (pembukaan, inti materi, dan penutup).	✓	✓			
30.	Guru bersedia meminta pendapat/saran pada siswa mengenai bagaimana dirinya mengajar di kelas.			✓		
31.	Saya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya.					✓
32.	Saya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.					✓
33.	Saya membenci guru Bahasa Inggris dan segala hal yang berhubungan dengan Bahasa Inggris.					✓
34.	Saya membuat keributan di kelas.			✓		✓
35.	Saya memiliki konflik dengan guru atau teman sekelas ketika pelajaran Bahasa Inggris.		✓		✓	✓
36.	Saya memperhatikan penjelasan guru.	✓	✓			
37.	Saya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris.	✓				
38.	Saya berlatih terus menerus karena saya ingin jawaban saya benar.	✓				
39.	Saya ingin membuat guru senang.	✓				
40.	Saya ingin belajar banyak hal dari guru Bahasa Inggris.		✓			

ANGKET PENGELOLAAN KELAS DAN RESPON SISWA

Nama : *Lutfah Kharisma W.*

Kelas/ No. : *IX-A/13*

Hari, Tanggal : *Jumat, 27-10-17*

Tujuan: Untuk mengetahui elemen-elemen pengelolaan kelas bahasa Inggris dan respon siswa.


Petunjuk Pengisian: Isilah angket dibawah ini dengan memberikian tanda (√) pada kolom yang tersedia. Jawablah sejujur-jujurnya setiap nomor di angket ini karena jawaban Anda tidak akan mempengaruhi nilai Bahasa Inggris dan sifatnya rahasia.

No.	Pertanyaan	Pilihan Jawaban				
		Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
1.	Guru membuka pelajaran dengan mengaitkan materi terhadap dunia nyata, serta menjelaskan apa yang akan dilakukan dan manfaat yang diperoleh setelah mempelajarinya.			√		
2.	Guru membuka pelajaran dengan menggambar sesuatu yang berhubungan dengan materi, menuliskan kata kunci, atau memberikan cerita lucu.				√	
3.	Untuk menarik perhatian siswa, guru mengamati semua siswa, menggerakkan tangan seolah-olah mengajak untuk berdiskusi.	√				
4.	Guru memberikan perintah dengan jelas sehingga murid mengetahui apa yang harus dikerjakan.			√		
5.	Guru menggunakan isyarat untuk memperjelas perintah misalnya menunjukkan 5 jari yang bermakna waktu kurang 5 menit dan mengangguk yang menandakan setuju.				√	
6.	Guru menyuruh siswa untuk membaca teks, menulis kosa kata atau jawaban pertanyaan di papan tulis.			√		
7.	Siswa diberi kesempatan untuk berdialog kepada teman lain dari pada hanya berdialog dengan guru.			√		

		Selalu	Sering	Kadang -kadang	Jarang	Tidak Pernah
8.	Guru berbicara dengan suara yang jelas, keras tetapi tidak terkesan berteriak, dapat didengar, serta bervariasi sesuai ekspresi.		✓			
9.	Guru meminta siswa mengerjakan tugas secara individu.			✓		
10.	Guru membagi siswa menjadi beberapa kelompok, atau membagi siswa menjadi berpasangan (2 siswa) saat mengerjakan tugas.				✓	
11.	Guru mengarahkan siswa saat pembentukan kelompok.			✓		
12.	Guru menerapkan tatanan tempat duduk berderet.					✓
13.	Guru tidak hanya duduk di kursi tetapi berdiri, berkeliling mendampingi siswa saat berdiskusi, mengawasi, serta memberikan masukan.		✓			
14.	Guru menghampiri siswa, melihat apakah siswa mengerjakan tugas dengan benar, guru memberikan arahan bila diperlukan.			✓		
15.	Guru mendengarkan secara keseluruhan apa yang dibicarakan siswa dalam bahasa Inggris tanpa memotongnya sedikit pun.			✓		
16.	Guru membagi papan tulis ke dalam beberapa bagian misalnya untuk menulis kosa kata baru, pertanyaan, <i>grammar</i> (tata bahasa), atau menempel gambar.		✓			
17.	Guru menggunakan media pembelajaran lain berupa gambar ilustrasi, filmstrip, rekaman, radio, TV, gambar tiruan, dan praktek langsung membuat sesuatu.			✓		
18.	Saya kurang percaya diri ketika berbicara Bahasa Inggris.			✓		
19.	Berbicara menggunakan bahasa Inggris itu sulit sehingga saya menggunakan bahasa Indonesia saja.		✓			
20.	Guru mendiamkan siswa terlebih dahulu ketika siswa gaduh.			✓		
21.	Jika siswa telah kelewatan dalam membuat kegaduhan, guru meminta siswa tersebut keluar dari kelas.					✓
22.	Guru bertindak tegas misalnya secara langsung menghentikan aktivitas siswa yang dirasa kurang bermanfaat.			✓		

	Selalu	Sering	Kadang -kadang	Jarang	Tidak Pernah
23. Pada awal semester pelajaran bahasa Inggris guru membuat tata tertib serta hukuman jika peraturan tersebut dilanggar.					✓
24. Guru dan siswa membuat kesepakatan hukuman apabila siswa melanggar tata tertib.					✓
25. Guru memberi orang tua siswa tata tertib pembelajaran Bahasa Inggris yang telah disepakati dengan siswa.					✓
26. Guru memberikan umpan balik kepada apa yang dilakukan siswa misalnya dengan mengatakan <i>Good, All Right, Okay, Very Good</i> .		✓			
27. Saat ada kelompok yang belum selesai mengerjakan tugas, guru tidak menutup pelajaran begitu saja, tetapi memberi kelonggaran waktu sekitar 2 menit untuk kelompok tersebut.			✓		
28. Ketika menutup pelajaran, guru memberikan kesimpulan serta memberikan gambaran mengenai apa yang akan dipelajari pada pertemuan selanjutnya.			✓		
29. Guru melakukan langkah-langkah pembelajaran dengan lengkap (pembukaan, inti materi, dan penutup).		✓			
30. Guru bersedia meminta pendapat/saran pada siswa mengenai bagaimana dirinya mengajar di kelas.				✓	
31. Saya merasa terasingkan ketika pelajaran Bahasa Inggris, seolah-olah tidak ada yang memperhatikan saya.					✓
32. Saya ingin menjawab pertanyaan tetapi terkadang saya takut dianggap menyingkirkan teman yang lain.				✓	
33. Saya membenci guru Bahasa Inggris dan segala hal yang berhubungan dengan Bahasa Inggris.					✓
34. Saya membuat keributan di kelas.					✓
35. Saya memiliki konflik dengan guru atau teman sekelas ketika pelajaran Bahasa Inggris.					✓
36. Saya memperhatikan penjelasan guru.			✓		
37. Saya berusaha lebih keras agar bisa memahami pelajaran Bahasa Inggris.		✓			
38. Saya berlatih terus menerus karena saya ingin jawaban saya benar.			✓		
39. Saya ingin membuat guru senang.					✓
40. Saya ingin belajar banyak hal dari guru Bahasa Inggris.			✓		

RESEARCH PERMIT

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SURAT KETERANGAN
Nomor : 799/MTs 11.10.47/PP.00.5/12/2017

Yang bertanda tangan di bawah ini :

Nama	: Dra. Nurul Qomariyah, M.Pd
Nomor Induk Pegawai	: 19680723 199603 2 001
Pangkat / Golongan Ruang	: Guru Madya, IV/a
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Negeri Klaten
Alamat	: Jalan Ki Ageng Gribig Gergunung Klaten Utara Telp (0272) 322780 Kode Pos 57434

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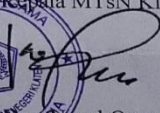
Nama	: Endah Kurtianti
N I M	: 133221179
Tempat dan Tanggal Lahir	: Klaten, 23 Oktober 1995
Program / Prodi	: Pendidikan Bahasa Inggris
Semester	: 9

Yang Bersangkutan Telah Melaksanakan Penelitian Di MTs Negeri Klaten, Pada Tanggal 27 Oktober – 03 November 2017, Dalam Rangka Melengkapi Penulisan Skripsi Untuk Mendapatkan Gelar Sebagai Sarjana Yang Berjudul :

“ A DESCRIPTIVE STUDY ON CLASSROOM MANAGEMENT CONDUCTED BY ENGLISH TEACHER AT THE FIRST YEAR OF MTsN KLATEN I N ACADEMIC YEAR 2017/2018 “

Demikian Keterangan Ini Dibuat, Untuk Diketahui Dan Dipergunakan Sebagaimana Mestinya

Klaten, 20 Desember 2017
Kepala MTsN Klaten


Dra. Nurul Qomariyah, M.Pd
196807231996032001

