

**CLASSROOM MANAGEMENT USED BY ENGLISH TEACHERS' IN
TEACHING ENGLISH AT SMA N 1 BANTAENG
(A Descriptive Research)**



A THESIS

*Submitted the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfilment of the Requirement for the
Degree of Education in English Department*

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2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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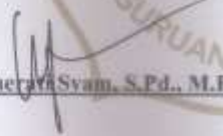
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19/11/18		→ Read more articles in - Eric education - google scholar - Asian EFL Journal → Classroom management → Re formulate the discussion	

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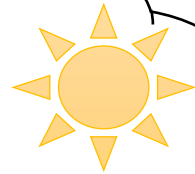
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Motto

*So, Verily, with every difficulty
there is relief. Verily, with every
difficulty there is relief"*

(Al-Insyirah: 5-6)



I dedicate this thesis especially to the people my parents,
my brother and all people who know me.

ABSTRACT

Nurhijjah, 2018. *Classroom Management Used by English Teachers' in Teaching English at SMA N 1 Bantaeng (A descriptive Research).* A thesis of English Department. The Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Supervised by **Umami Khaerati Syam** and **Hj. Ilmiah.**

This research was aimed to describe the classroom management used by English teachers' in teaching English and to find out the problems faced by English Teachers' in classroom management in teaching English at SMA N 1 Bantaeng.

The researcher used descriptive-qualitative research. The subject were of the researcher was two English teachers. Observation and interview as instrument to collect the data. An observation was used to know activity in teaching English in the class related with the classroom management which used by English teachers', while an interview was used to collect information from English teacher to know the problems faced by English teachers' in managing the classroom to get the real data.

The findings of the research showed that classroom management was divided into five aspects. There was physical design of classrooms which include seating arrangement, rules and teacher routines, relationship among students and teacher-students, engaging and motivation instruction, and discipline teacher. The problems faced by English teachers was lack of students' motivation and discipline class. Teacher had a solution to solve the problem to make the classroom atmosphere students are more active, effective and efficient in learning. Classroom management based on the results of observation and interview was suitable. The psychological setting of the classroom was comfortable so that the students felt enthusiastic in learning process.

Keyword: Classroom Management: Physical Design, Rules and Routines, Relationship, Engaging and Motivation Instruction, Discipline, Teaching English.

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Billahi Fi Sabillilah Haq Fastabiqul Khaerat.

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The writer

NURHIJAH

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CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching is used to refer anything done by material developer or teachers to facilitate the learning of the language. The purpose of teaching makes the students get knowledge and able to understand the knowledge which the teachers teach, and the teacher must have a good teaching skill, personal traits also equally important because they also play vital role in the success of learning (Zamani, 2016). Besides that, the role of teacher is also very important to made learning process run well and effective.

There are many components that make sure the teaching and learning activity run well, effective and efficient. One of them is classroom management. It influences the teaching and learning process, including English in the class. McCreay (2013:5) stated that classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success in learning. Together with the methods, the techniques and topic, the way teachers manage the classroom influences the teaching learning process. The teacher should manage the class well to make the students following the instructional tasks and not misbehaving. Successful teachers are very effectively managed of the classroom environment. It is known that classroom management skills of teachers have a great influence on the success of students.

According to Nkomo, et.al (2016), one of the things that are important in determining the students' learning outcomes. Student should have felt comfortable with the situation of the class. Classes are convenient not only of how nice and neat classroom, but also in terms of teacher teaching in the class. Classroom management has the largest effect on students achievement. When the classroom management are executed effectively teacher minimize the behaviours that learning for both individual students and groups of students while maximizing the behaviour that facilitate or enhance learning. It is needed the ability of English teacher to manage classroom during teaching process can be done well.

Based on the researcher observation before, the researcher collected information that SMA N 1 Bantaeng is a school which has A accreditation, good infrastructure and administration in teaching and learning process and have good facilities. The English teacher in this school usually use common classroom management in their English and use common seat arrangement. There are students did not focus while learning in the class. So, the students need guidance and support teachers in teaching learning, especially in English learning.

Classroom management refers to the way teachers organize what goes on in the classroom and how to manage the classroom. Fauziati (2015), explain goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful. Its means through meaningful interaction and appropriate classroom management that students can make progress in learning English. Successful teachers are very effectively managed of the classroom environment. It is the reason why classroom management is required in

teaching and learning process and that way the classroom management is important to the whole education in teaching process because it offers students an ideal learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier, it involves more than just discipline and rules. It also entails organization, routines with which students come to feel comfortable.

Based on the reasons above, the researcher interest to know about classroom management used by English teachers' in teaching English to make the English teaching-learning easy and fun to learn and it could help teachers to improved how they should teach in a good way by looking at students. So, the researcher conducts the research entitled "Classroom Management Used by English Teachers' in Teaching English at SMA N 1 Bantaeng.

B. Problem of the Research

Based on the background above, the researcher formulates the following research question:

1. How is the classroom management used by English teachers' in teaching English at SMA N 1 Bantaeng?
2. What are the problems faced by English teachers' in classroom management in teaching English at SMA N 1 Bantaeng?

C. Objective of the Research

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

1. To describe the classroom management used by English teachers' in teaching English at SMA N 1 Bantaeng.

2. To find out the problems faced by English teachers' in classroom management in teaching English at SMA N 1 Bantaeng.

D. Significance of the Research

This research gives the readers information and understanding about classroom management. Besides that, the research can be use as reference for other researchers and the result of this study give some contribution and information to help them in conduct future research or to develop their research to be more specific or etc. For the teachers, this research give knowledge in classroom management so the result of this research can be used as input information for employed their classroom management that appropriate with the student and the classroom situation. The last, for the school, this research would give contribution to the school to know the ability, strength and lack of the teacher in managing the English class, so that he or she can evaluate his or her classroom management in teaching English to manage the classroom in order to more effective and interesting for students when learning English.

E. Scope of the Research

This research was conducted in order to know classroom management used by the English teachers' in teaching English. This scope was focus on to know how classroom management used by the English teachers' in teaching English and problem faced by the English teachers' in teaching English at SMA N 1 Bantaeng.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

Schneiderova (2013) in his thesis entitle "*The Effective Classroom Management in Young learners' language Classes*", found that this bachelor thesis focused on the development of effective classroom management in the class of young learners. The action research which was carried out in the newly formed class of young learners was done specifically with the intention to find out if establishing classroom disruptions and to solve discipline problems, in this class especially the problem of attention-seeking students. Further, the action research served to find out the classroom management strategies which would help to manage the smooth running of the class.

Adrian Syarif (2016) in his thesis with the title *An Analysis of Teachers' Classroom Management of Teaching English at the First Grade of SMAN 2 Takalar* found that there were several students do not participate seriously in learning process, this is due to dominant factor on the students motivation so that in organize is teaching and learning process and also classroom management will help the teaching and learning process to be better and in classroom management used by teacher, the teachers only see it from the more general to teach in the

classroom, theories learning which make the learning more creative and move on them to apply.

Wijaya Alberik Ryan (2017) in his thesis with the title *English Teachers' Classroom Management* found that classroom management strategies are needed to make teaching and learning process in a class effective and efficient. In today era, managing class especially English class is very difficult so for the teacher is must proactive classroom management strategies in managing the class for make the classroom atmosphere is effective.

Mia Ayu Nadia (2017) In her thesis with the title *English Teachers' Classroom Management Strategies* found classroom management is that there are several strategies that the teaches applied to manage classroom, those are activities to open the class there were greeting, singing, giving motivation and seating up arrangement, and the second strategy is delivering the material including selecting the materials, and the third strategy is students' and teachers' memorizing the students' names, and the last strategy is activities at the end of the lesson which covers giving summary. This strategy is very important to establish a conducive classroom context.

The previous research result above have relationship with the research that was conducted. They have similarity in order to investigate their research about classroom management. The result also shows a good classroom management involves equal participation of students and teachers in classroom interaction as one of the main language input resources. Based on perception above, the researcher can conclude that classroom management is the most important factor

in school learning, when in the class and with the good classroom management and used effective strategy, it will have to manage the smooth running of the class so teaching learning process can run well, efficient and effective.

B. Some Pertinent Ideas

1. Concept of Classroom Management

a. Definition of Classroom Management

There are some definition that are given by several experts as follows:

According Wong (2012) stated that classroom management refer to what the teacher does to organize students, space, time, and materials so that the student learning can take. It is the ability of the teacher to establish the social-emotional learning and effective learning context. The teachers do not only give the material for the students, but also give more attention to their students. The teachers are required to have knowledge of classroom management and apply it in order that they can achieve the goals.

According to McCreay (2013) classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allow them to achieve. In other words, with the skill in the classroom management of the students would indirectly participate in the strategy made by the teacher, which is the goal of the teacher is to make the classroom environment conducive and active in the lesson. According to

Okutan (2013) stated that classroom management is the basic step of management science. In the process of education, classroom management is a complex exercise that demands talent, skill, energy and ability from teachers to manage classrooms because it directly deals with the behaviours of the students and the essential activity which is really central not only to produce but also preserve a helpful and methodical atmosphere

Hannah (2013) stated that classroom management is a challenging skill for student-teachers and basic component in teaching practice that is used to make the class more organized. It helps teachers or student-teachers handle the class and can handle the students' attitude to be more discipline in the classroom and it may be among the most difficult challenges for beginning teacher.

According to Evertson and Weinstein (2006) in Korpershoek (2014:11), classroom management is indicated to the activity teachers take to actualize a supportive territory for the academic and social emotional education of students. They divided five kinds of activities. So that to get a great quality of classroom management, teacher must advance caring, supportive connections with among students and arrange and implement education in ways that optimize students' avenue to learning.

Delceva, J.D & Dizdarevik (2014) stated that classroom management is a process that's includes different activities done by teacher and students alike, but also teaching subjects that have to be aligned with both the needs and abilities of the students, and the previously established teaching goals.

Based on the explanation above, it is known that there are many definitions and some principles of good classroom management formulated by expert. In short, it can be said that classroom management is strategies teachers to maintain, organize, and it is important ability that every student-teachers should have in order to make students achieve the learning goals. Classroom management diminish students' misbehaviour and make student more controlled. It has a big role for success of teaching.

b. Components of Classroom Management

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

1) Physical Design of Classroom

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

2) Rules and routine

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an

effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

3) Relationships

The idea of developing caring relationships is often overlooked during conversations about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relationships among students. By having strong relationships with students, the classroom will be a place for each member to express their feelings and work together. Academic success depends on these close relationships and the guidance that teachers and students have with one another.

4) Engaging and Motivating Instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase

students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

5) Discipline

The last component of classroom management is discipline. Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a preestablished rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

c. Goals of Classroom Management

According to Evertston & Weinstein (2006) in Garret (2014:2) nevertheless emphasize that classroom management has two goals:

1) Creating an environment for academic learning.

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

2) Creating an environment for social-emotional learning.

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

d. The Benefit of Classroom Management

Logical consequence of the above objectives, the description many benefits that can be learned including the teacher has the try out new things that could be expected to bring about improvements in learning activities in the classroom, courage has resulted in the emergence of self-reliance of teachers in solving problems in the classroom learning and then the teacher can know more about classroom management and how to applying it well.

According to Linsin (2011), implementation of classroom management. It could get some benefit are:

1) Fairness

Most of your class will privately cheer when you hold misbehaving students accountable. They'll appreciate you for it. So much so, they'll let you know in whispers, cards, and notes they'll squeeze into your hands or sneak onto your desk. Following your plan satisfies their inherent sense of fairness and creates an environment that allows them to enjoy school.

2) Likeability

Because there is no need to rely on confrontational methods like glaring, lecturing, or scolding, your likeability will improve exponentially. And when students like you, they'll want to get to know you better—which then makes building influential relationships an easygoing, organic process.

3) Peace

Your students will be calmer and more comfortable in their surroundings knowing they can go about their day without the nervous stress of interruptions, drama, and tension. Fair and firm accountability brings peace to your classroom quicker and more effectively than anything else.

4) Trust

When you're true to your word, your trust with students will grow stronger every day. Going back on your word by ignoring your plan, however, either by taking matters into your own hands or by doing nothing at all, will cause your students to question your intentions and grow evermore distrustful of you.

5) Kindness

As a result of following your classroom management plan, you'll no longer be tempted into angry confrontation or cutting sarcasm. This frees you to model

kindness without being viewed as a hypocrite. Students will only follow your example if your words line up with your actions. They can spot a phony a mile away.

6) Respect

Students don't respect teachers with poor classroom management or weak integrity. How could they? The room is chaotic. School is no fun. Their teacher is grouchy and noncommittal. And the students who cause trouble often get away with it. Following your plan is a guaranteed path to respect.

7) Concentration

With the elimination of noise, chatter, and interruptions comes better concentration and faster academic progress. Students in classrooms with strong classroom management are able to focus on their schoolwork without the ever-present possibility of yet another disruption.

8) Time on Task

Academic progress is largely a function of quality time spent on task and engaged in learning. In classrooms where classroom management is the top priority, where students are held accountable for every act of misbehavior, students enjoy weeks more in learning time.

9) Fair Accountability

When you follow your plan, you can be sure you're holding students accountable in a way that is fair to everyone. Uncertainty is thrown out the door. You can know that you're upholding the highest ethics while managing your classroom—without guilt or second thoughts.

10) Parents On Your Side

Parents appreciate the fairness of rules and consequences. A clearly defined classroom management plan makes sense to them. They're reassured knowing that their child will be safe to learn and develop without the interference of other students. Further, should their child become a behavior problem, they know when and how they'll be contacted.

When the teacher reached the goals, it could get some benefit. Linsin (2011) stated when the teacher implementing the classroom management, not only the teacher can get benefit of the classroom management but also for the students because there are many advantages in implementing of classroom management are:

1. Realizing the situation and condition of class, as a learning environment that enables participants students to develop their skills as much as possible.
2. Eliminating the obstacles that may hinder the realization learning interaction.
3. Provide and arrange facilities and media learning support and enable students to learn appropriate with social, emotional, and intellectual class.
4. Nurture and guide the students according to social background, economic, cultural and individual properties, in implementing classroom management students are able to think calmly without feeling strained in receiving lesson.

e. Seating Arrangement of Classroom Management

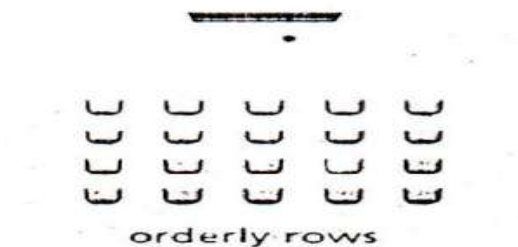
Seating arrangement has necessary role in teaching-learning activities. Its arrangement depends on class size, number of students, type of chairs and tables

in the room, goals of teaching, or type of activity to take place in the classroom. It is difficult the students and especially for young learners to sit for a long time. It is essential to include activities that involve some movement. However, teachers should be aware of a constant movement every time minutes which might be., for most students uncomfortable (Scrivener, 2005:87).

According to by Harmer (2005:18-20), there are several ways to arrange the seating in English classroom:

a) Orderly Rows

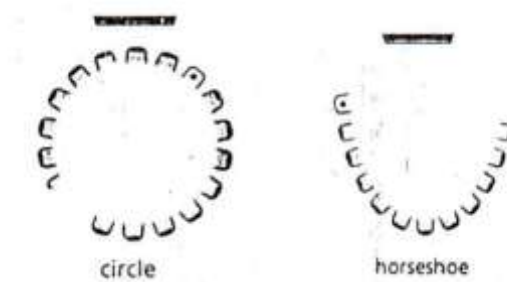
When the students sit in rows in the classroom, there are obvious advantages. It means that the teacher has a clear view of all the students and the students can all see the teacher and teacher can also walk up and down if there is an aisle and can have personal interaction with the students. It makes 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. Some activities are especially suited to this kind of organization: explaining a grammar point using a board, etc.



Picture 1. Orderly Rows Seating Arrangement

b) Circle and Horseshoes

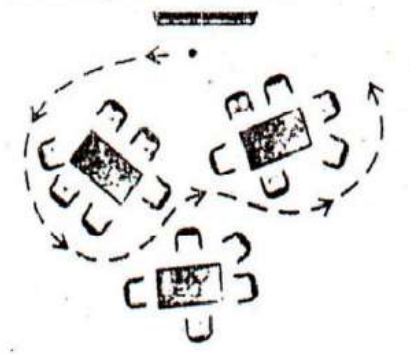
In a horseshoe, the teacher will probably be at the open end of arrangement since that may well be where the board, overhead projector or tape recorder is situated. In a circle, the teacher's position is outside of the circle. The horseshoes and circles arrangements the students have shared and information through talking, eye contact, or expressive body movement Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of quality- the teacher has a much greater opportunity to get close to the students. The seating arrangement of circle and horseshoes:



Picture 2. Circle and Horseshoe Seating Arrangement

c) Separate tables

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than other arrangements. It is much easier for the teacher to work at one table while the others get on with their work. In separated classroom students might see the teacher walks around to check the student work and helps if they have difficulties. The setting of separate table is:



Picture 3. Separate Tables Seating Arrangement

f. The Effective of Classroom Management

Zane (2012) in Nkomo & Fakhrogha (2016) explains effective classroom management as ensuring your classroom lesson run smoothly, establishing rules, motivating students to participate, maintaining discipline, and creating a safe learning environment in which students can succeed, all factor that contribute to effective classroom management.

Korpershoek, Harms, Boer, Kuijk, & Doolaard (2014) stated that effective classroom management can help pre-service teachers to create such an environment, ranging the activities to improve teacher-student to rules the regulate students' behaviour. Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on principle of establishing a positive classroom environment encompassing effective teacher-students relationship.

2. Concept of Teaching English

a. Definition of Teaching English

According to Forzani, M. F & Ball, L. D (2009) teaching is helping other to learn to do particular things, is an everyday activity in which many people engage regularly and help the students to learn and give material, teacher can teach by use combine of art, science and skill.

Hamalik, (2004:5) teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching is not only activities of guiding student activities but also those which aim at helping student develop themselves and be able to adapt themselves in the group to which they are belong. In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge.

In teaching, the teacher are the primary components who hold important roles in managing the teaching learning process. It can be concluded that teacher as the center of education is faced by a number of decisions to be made in the classroom (Brown, 2001:345). As a manager classroom, a teacher must control the student in determining what the students supposed to do and acquire.

Based on definitions above, it can be concluded that teaching is interactive process between teacher and student. The teacher helped the student to learn, give materials, and providing anything to know or understand.

b. Components of Teaching English

In teaching process, there are some components of teaching, the components are:

1) The objective

Objective is the goal of education that interprets from the vision, mission, owned by an institution important as a component of teaching and it's a goal which will be reached after the teaching process (Hamalik, 2004). Therefore, this is important as a component of teaching.

2) The students or participant

In teaching learning process, the learners have significant roles. Students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.

3) The teacher

In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible (Gulo,2008:14). Therefore, the effectiveness of the teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality.

c. Procedure of Teaching Process

According to Ahmadi et al (2011:42) in Setyowati (2017), basically there are three components of procedures applied in teaching learning process, namely:

a. Opening activity/Introduction

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

b. Main activity/Presentation

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

c. Closing activity/Conclusion

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

C. Conceptual Framework

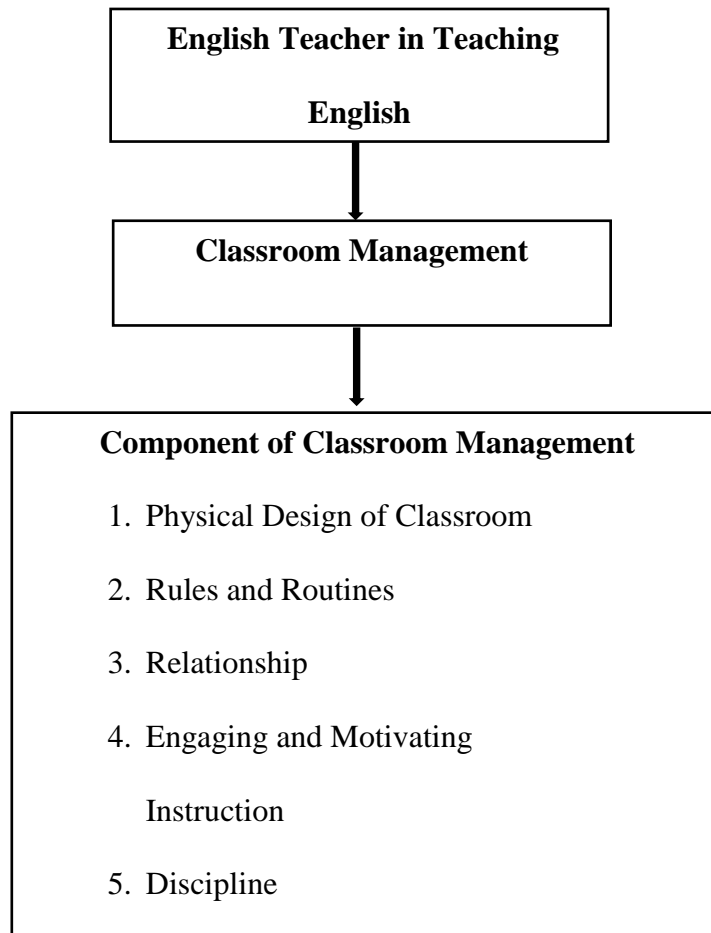


Figure 2.1 : Conceptual Framework

The conceptual framework above describe the researcher which conducted by the researcher. The research is descriptive research which describe about the classroom management used by the English teachers' in teaching English.

In teaching English, classroom management is a form or supported in order that the teaching English process is going efficiently and effectively. In this research, the researcher want to know about classroom management used by the English teachers' in teaching English. There are key areas of classroom

management there are: physical design of classroom, rules and routines, relationship, engaging and motivating instruction, discipline.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the researcher explained about the research design, research subject, instrument of the research, procedure data collection, and techniques of data analysis.

A. Research Design

In this research, the researcher used descriptive qualitative research. The researcher analysed the data to describe about the classroom management used by the English teachers' in teaching English at SMA N 1 Bantaeng and to find out the problems faced by English teachers in classroom management in teaching English.

B. Research Subject

The research subject consisted of two English teachers at SMA N 1 Bantaeng. This research wanted to find out classroom management used by English teachers' when teaching English in the classroom, so that researcher got the real data.

C. Instrument of the Research

In this study, the researcher used an observation and interview as techniques in collecting the data.

1. Observation

Based on the problem statement above, the researcher wanted to know about classroom management used by the English teachers through an observation. Observation as the instrument of collecting data was used to organize individual behaviours and the process of observation activity in real situation. The data was collected in the form of field notes. The type of observation used in this research was non-participant observation in which the researcher did not participate in the activity.

2. Interview

In order to get the data, the researcher used an interview. The type of interview used in this research was semi structure interview that included in-depth interview. Semi structure interview was used due to its flexibility. In addition, the researcher added some follow up questions if necessary. The aim of interview was to get detail information from the interviewees in order to collect their ideas and opinions. The researcher interviewed the interviewees by using an audio recorder to gather information from them in order to verify the data that had been taken.

D. Procedure Data Collection

In collecting the data, the researcher presented some procedures as follow:

1. The researcher met headmaster and asked to conduct the research.
2. The researcher met teachers and gave the explanation about the purpose of the classroom observation and how to conduct it.
3. The researcher observed the teacher when she taught the students.

4. The researcher observed and interviewed the teacher's indicator of classroom management.
5. The researcher concluded that the findings of the study were based on the data and researcher's perspective.

E. Data Analysis Techniques

The researcher used an analysis qualitative research data from Gay (2012). One way to proceed with the analysis was to follow three iterative or repeating steps: reading/memoing, describing what was going on setting, and classifying the research data. The steps could be seen as follows:

1. Reading/memoing

The first step in analyzing the data was the researcher read and wrote about all the field notes on particular classroom management used by English teacher in the classroom to manage the data that was already gotten.

2. Describing.

The next step was to describe the classroom management used by the English teacher in teaching English and the problems faced by the English teacher in managing classroom that could form the results of observation and interview.

3. Classifying.

Basically, the data analysis was a process of breaking down data into smaller units. Classify the classroom management was used by the English teacher in managing classroom into sentence form which was aimed to analyze or to categorize the research question and interpreted the result of an observation and interview data in order to be presented in the report.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings here discussed by present the data from observations and the data from interviews. In addition, the discussion part the researcher described the findings in detail about classroom management.

A. Findings

The researcher has finished the research procedure such as, observation and interview. The researcher observed two teachers of SMA N 1 Bantaeng. One of teaching in X MIPA teacher A and XI MIPA teacher B. Based on the observation, the researcher conducted observation during the two meetings to know classroom management used by English teacher. And from the interview to find out the problem faced by English teacher in classroom management in teaching English. The classroom management used by English teacher in these observations and interview will describe in the below:

1. Classroom Management Used by English Teacher in Teaching English at SMA N 1 Bantaeng

a. Physical Design of Classroom

The physical design of classroom is planning the arrangement of the classroom furniture and where instructional areas will be located. The aspect in physical design of classroom was seating arrangement. Related to

the seating arrangement, Teacher A and B has different seating arrangement depend on the material and the activities. Based on the first observation, teacher A of tenth used separate table when the teacher asked to the student to made a small group student and the material about congratulating and complementing other. It is much easier for the teacher to work at one table while the others get on with their work. In separated table, students might see the teacher walks around to check the student work and helps if they have difficulties. And teacher B used separate table when the teacher asked to the students to made a small group student about expressions. When the students sit in small groups at individual table, it made the teacher easier to see the students worked and helped the students difficulties.

And the second observation, teacher A used orderly rows when the teacher explain material about complementing. It also made the teaching activity easier, the teacher enables to maintain eye contact with all the students in the classroom. And teacher B used orderly rows when the teacher explains material about storytelling. When the teacher used orderly rows had clear view all students and students also can see the teacher and his/her friends in front of the class which presented the story.

b. Rules and Routines

The next component of classroom management was the establishment of rules and routines. Teacher check attendance, getting material, giving task and homework, collect students work and used positive language. In

the classroom, teacher A greet students and ask about their condition and mention their name in attendance one by one. And the teacher give material about congratulating and complementing other and collect students work that the teacher give at previous meeting and giving task and homework before the end of the lesson about the material. The teacher used positive language with general rules. When students answer the question, the teacher said, "Clap hands its very good, good job". Positive rewards used to students more active to respond and students will show interest and raise their participation in everyday classroom tasks, responsibilities and learning and can make students create a of pride and achievement., being successful and makes happy.

And observation the teacher B, the teacher check attendance students one by one in the twice observation. And give material for students, lesson running routines designed to facilitate tasks that occur regularly during instructional lesson such as how papers will be collected and correct homework, what students should bring to class. And teacher give homework before the end of the lesson about the material. The teacher used give positive language such as, when students performed in front of class teacher said "Do the best", and teacher gave comment about students' performance and say "Very good, good job" and give applause all of students who have participate and active to ask and answer question by said "Do the best, be strong, thank you very much and I love you".

c. Relationship

The third component of classroom management is developing caring relationship. Firstly, relationship among students. The key to developing positive interpersonal relationship among students was to provide students with opportunities to connections with their classmates. Based on the observation, relationship among students, the teacher A used team building activities divided five group to work together which require small group to accomplish a task successfully. And teacher-students relationship, before the lesson started the teacher often gives open-ended question for the students. This activity aimed to increase the students talk. It was to stimulate students to talk and when the teacher read text from the text and ask students to read one sentence from the text and point other students to translate it. And do questions and answer with the students related to the task that have been done by the students. Here, can be seen interaction in the classroom occur frequently between teacher-students. By having strong a teacher-student relationship, the classroom will be a place for each member to express their feelings and work together.

And the observation from teacher B, relationship among students, Teacher used individual presentation for each student to stand up in front of the class to tell about story. The other students sit in the chair ask the student which stand up to answer the question from their friends. Teacher-students relationship, the teacher is gives open-ended question for the students which the previous material. In present and explained material the teacher uses presentation method. During the lesson, the teacher

sometimes gave some questions to draw the students attention and to check the students understanding. And when made a small group, the teacher divided into several group consist of 4-5 students, this activity to work together which require small group to accomplish a task successfully. The teacher walks around the classroom to see the progress of students work, provide reinforcement and give any help for the student who does not understand with the task. The teacher also gave opportunities for the students who did not understand the material.

d. Engaging and Motivation Instruction

The fourth component of classroom management was engaging instruction, which involves using instructional techniques that increase students motivation and interest in learning. Firstly, plan for the necessary materials. Based on the first observation, teacher A and B used textbook and module that have been provided by the school to tell the material and students used any things to do role play and depending on the material taught and give material used module presented the materials. Every student has module to facilitate the teacher in deliver material or give assignments.

And secondly, when gave instruction. Based on the observation from teacher A also ask to the students after teacher told the material. When the students did not understand, the teacher would repeat it and ask the students to look for the difficult work that they have not known yet to be asked to her. And teacher B has given the instruction or by getting

someone to show the other people in the class how the exercise works. Therefore, the teacher would ask to the students after the teacher told the material and same with the teacher A, when the students did not understand, the teacher would repeat it and ask the students that they have not known yet to be asked to teacher.

Teacher A and B in giving instruction to students with the simple greeting, such as hello everybody, good morning. It means that when the teacher giving instruction to the students, this made motivate the students relax before began the learning. The students did not feel bored when their teacher could make the interest situation. And in monitoring the teacher should be giving attention to the students.

e. Discipline

The fifth components of classroom management were discipline include; treat students, preventing and responding to behaviour problem. Based on the observation from teacher A and B to created discipline, teacher tended to gave a treatment or warn when there were students did not pay attention to the teacher instruction. The teacher punishes by using treatment such as repeat what the teacher explained about material be taught and the teacher never gave physical punishment to the students. When the student disturb in the class when the teacher teaching, the teacher just call student name loudly and student stop their action.

2. The Problems Faced by English Teachers' in Classroom Management in Teaching English at SMA N 1 Bantaeng

Based on the interview with the English teacher of X and XI class, the most common problem in used classroom management was from the students. The problems were discipline class and lack of the students' motivation.

a. Lack of Students' Motivation

Based on interview, the first problem is lack of students' motivation. It is stated on the note of the research.

Teacher A: "Iya jadi salah satu masalahnya siswa terkadang .. terkadang kurang motivasi .. karena mungkin ... ada yang memiliki atau kekurangan misalkan lack of vocabulary kekurangan vocab jadi merasa tidak confidence didalam kelas (Interview with teacher on September 5th 2018)

In lack of students' motivation means that the first thing should students did before teaching and learning process in order to make the high motivation to ready receive the material from teacher. The teacher explained,

Teacher A: "Nah itulah tantangan kita bagaimana merangsang siswa itu kembali memiliki motivasi yang tinggi dengan memberikan rangsangan-rangsangan supaya.. bisa bekerja sama dengan teman supaya percaya dirinya tinggi dan bisa memiliki motivasi yang bagus dalam pembelajaran. (Interview with teacher on September 5th 2018)

The teacher always different ways to get students' have a high motivation to learn. Generating motivation can be done by choose a learning method to create a fun learning situation. Based on teacher statement,

Teacher A: " Iya jadi masalah-masalah yang di hadapi di dalam kelas .. cara mengatasi nya yaitu kita mee memilih metode yang tepat .. untuk membangkitkan motivasi siswa dan prosesnya dalam pembelajaran. Jadi umumnya

saya menggunakan cooperative learning dimana cooperative learning itu sangat bisa membantu atau meredam masalah-masalah yang terjadi didalam pembelajaran karena siswa .. dapat sharing .. pengetahuan .. dan siswa juga akan bertanya kepada teman tanpa rasa malu .. akhirnya dengan demikian siswa akan lebih mudah memahami materi dan mencapai tujuan pembelajaran yang di harapkan dalam proses pembelajaran. (Interview with teacher on September 5th 2018)

The students' motivation means that the first thing should students did before teaching and learning process in order to make the high motivation to ready receive the material from teacher. Teachers generated motivation by choose the method of learning to help solve problem related problem that happened in the class to generate students' motivation, interest or passion for student learning.

b. Discipline Class

The next problem in used classroom management is discipline class.

According to teacher's interview,

Teacher B: "Ya, jadi masalah yang saya hadapi yaitu disiplin kelas .. biasanya masalahnya yang di dalam kelas itu ketika saya menjelaskan materi terkadang ada siswa yang biasa cerita ... dengan teman sebangkunya.." (Interview with teacher on September 2th 2018)

The students usually talked to their friends when the teacher talks too. It disturbed the teaching activity when the teacher told the material, the students do not attention to the teacher. The teacher also added:

Teacher B: "Biasanya ketika .. sangat ribut, saya menyapa, saya biasanya bertanya tentang sesuatu atau aktivitas mengenai materi yang saya sedang ajarkan untuk mengecek pemahamannya. Saya juga memberikan motivasi dan arahan supaya siswa itu aktif didalam berbagai aktivitas didalam kelas, kemudian ketika

pelajaran lagi berlangsung, saya bertanya tentang pendapat siswa aktif dalam pembelajaran .. supaya siswa yang lain menjadi termotivasi dan bisa mengkombain dengan pendapat siswa lainnya begitu.”
(Interview with teacher on September 2th 2018)

It means how to respect the English teacher for student when teachers speak in front of class and the students disturb to friend beside him/her. The teacher warned the students when they are disturbed in teaching and learning process is ongoing. The teacher also would give a treatment and motivating the students. The teacher punishes by using treatment such as repeat what the teacher explained about material be taught. The teacher never gave physical punishment to the students.

B. Discussion

In the discussion section, the researcher showed the answer of the first research question about classroom management used by English teacher in teaching English. The second research questions were the problem faced by English teacher in managing classroom. The pattern of classroom management has been presented on the data result in the previous part of this chapter:

1. Classroom Management Used by English Teacher in Teaching English

Based on findings, shown that classroom management used by English teachers in teaching English at SMA N 1 Bantaeng. It was divided into five aspects. There was physical design of classrooms such as seating arrangement which include orderly rows and separate table, teacher rules and routines, relationship among students and teacher-students, engaging motivation instruction such as plan necessary material and give motivation for students to interest in learning English, and the last is discipline teacher. Classroom management based

on the results of observation was various and suitable, the psychological setting of the classroom was comfortable so that the students felt enthusiastic in learning process. There were as below some research:

The result of this research supported Garret (2015) that reports that classroom management can be considered in five categories, of which behavioural management and discipline is only one, the other four categories referring to the layout of a classroom, rules and routines, the relevance of relationships and the importance of instruction. The result showed, classroom management in view rules and routines and instruction are informed by and in turn impact the relationships between students and teachers, thus there is a certain overlap amongst these four categories. However, what becomes evidence from Garrett's description of the categories is that for classroom management to be effective a teacher can and should be proactive in organising students' learning.

Sieberer (2016) with the article supported this research. The result showed that the aspects of positive teaching and learning are explored in everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstating them), developing rules, and communicating those rules to the students. It means these are all aspects of classroom management.

Akar et al. (2010) who investigated classroom management found the classroom management teachers in mainly consider five themes, namely, the physical setting, planning the first days and motivation, rules and routines, coping

with misbehaviors, and establishing teacher-parent cooperation. It was concluded in their study that teachers are inclined more for conventional approach of classroom management where less chance is given to the most important elements of the teaching-learning process, the students.

Based on some research, the researcher was to conclude the research on some explaining based on the research in the findings before so, this section deals with the finding that delivered from descriptive and interpretation of the result of the classroom management used by English teachers. After doing that, the researcher presents the description of the data gained the observation based on the classroom management used by English teacher.

2. The Problems Faced by English Teachers' in Classroom Management in Teaching English

This section was conducted at SMA N 1 Bantaeng. The objective of this research was to know the problem faced by English teachers' in classroom management in teaching English. The result of the interview done by the researcher that found out the problems faced by English teachers was lack of students' motivation and discipline class. Both of problems faced by teachers had a solution to restore students' discipline in the class so that learning run as expected and the teachers find the right strategy that encourage student's motivation to maximize their ability to receive and absorb the material taught.

The result of this research supported Akin Sibel et. al (2016) in their research found the classroom management problems most frequently experienced in Turkish schools have been reported to be talking out of turn, making noise,

disturbing others, engaging in irrelevant activities, hyperactivity, making fun of other children, inattentiveness, attention deficiency, lack of motivation, chatting, daydreaming and not following instructions, complaining about classmates, nicknaming, and misusing the materials. It concluded that problem faced by teacher influence the successful of learning, such as instructional problem and classroom management.

Salem (2011) in their research found the problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process. The problem faced by the teacher must have a solution to make the classroom active and efficient. The results of this study showed that the level of the classroom problems was medium, from the teachers point of view, there was no statistically significant difference, in the academic problems domain, while there was a statistically significant difference, in the behavioral problems, due to the interaction variables, gender, and school level and experience.

Based on the result of discussion above, problems faced by English teacher had a solution to restore students' discipline in the class so that learning run as expected and the teachers find the right strategy that encourage student's motivation to maximize their ability to receive and absorb the material taught.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusion and suggestion can be drawn by referring to the research findings and discussions in chapter IV. The purpose of this research was to know classroom management used by English teacher in teaching English and to find out problem faced by English teacher in managed classroom. Based on the result of study, the research find some result that represent in this thesis about classroom management used by English teacher at SMA N 1 Bantaeng, as follows:

A. Conclusions

1. Classroom management in teaching and learning process was divided into the physical design of classroom which include seating arrangement; orderly rows and separate table, rules and routines, relationship among students and teacher-students, engaging and motivation instruction and the last is discipline. The five components were support the good classroom management in teaching English at SMA N 1 Bantaeng.
2. The problem faced by English teacher there are two problems such as lack of students' motivation and discipline class. Both of problems faced by teachers had a solution to restore students' discipline in the class so that learning run as expected and the teachers find the right strategy that encourage student's motivation to maximize their ability to receive and absorb the material taught.

B. Suggestions

After seeing the findings as well as discussion, the researcher give suggestion may be useful for teachers, students, and also for other researchers who will conduct the same topic in the research:

1. The strategy of classroom management is the ultimate goal of teaching and learning process. Teachers have to full the demands of the goal, making practices is the only way to do. By used good classroom management strategy, teaching and learning process would provide communication between students in the classroom and the method of learning process was appropriate with the lesson plan.
2. By looking up to this research findings, hopefully it will them in applying classroom management and will make teaching a communicate characteristic. The most important is the teachers have to develop and improve their teaching strategy in teaching English to achieve in learning goals.
3. It is expected that the other researcher of this research does not consider the report absolute outcome though this report might be useful for other research. Therefore, it is recommended to the next researcher who interested in classroom management used.

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OBSERVATION NOTE

Code : FN/01
Teacher Name : Teacher A
Class : X MIPA 3
Day/ Date Observer : September 25th 2018
Time Observation : 10.37 a.m

The first observation was held on Saturday, September 25th at 10.37. The teacher came into the classroom 10.37 a.m. followed by the researcher and the teacher greeted the students by Said “*Assalamu alaikum*” Students answered “*Walaikum salam mam*”. Teacher said “Where is the leader? Please one-person leader to pray”. After pray, teacher said “Good morning students”. The student responded it by answer the greeting. The researcher was sitting back while making field note from the entire teaching learning process. In seating arrangement, teacher used separate table when teaching material. The teacher changed the model in students seating for 4-5 students desks and seating position students into a square and faced the table in the group. The desks together make it easy for all students in the group to see each other and to discuss. The teacher of class X manage the seating arrangement in various ways depending on the lesson activities.

After opening, the teacher checked the students’ attendance. In check attendance, teacher check name one by one. One student not came in the class because sick, except illness or any agenda that were explained on the permission letter. Based on the attendance list, most of students in Eleventh grade always attended the meeting diligently.

Then the teacher asked, “What material we discussed last week?” One of the student said about expression mam. Teacher said “If do you think so it is expression or not?” students answered “Yes mam it is expression”. By asking

those question students would remember and review the previous lesson that had been learned because the materials always have the relationship with the other materials. In this meeting the material was Congratulating and Complimenting Others at the previous meeting the teacher gave material about expression. After a few minutes, the teacher asked to the students to make a group consist of 4-5 students according to random name. After that, the teacher said "Ok please collect your homework and open your textbook page thirty-three". Some students who is brave raise hand to explain the definition of Complement, teacher give five minutes to prepare answer about definition of complement without reading. Students raise hand. teacher said "One two three, just three ya?". "Ya Ami please explain without reading and according your own word" and teacher respond the student answer by said "Claps hand its very good". Teacher make conclusion of expression and teacher said "Please open your book, see chapter two about complement open page twenty-three and analysed the dialogue and identify the conversation and give ten minutes for each group. The teacher allocates ten minutes for students to complete the task. The teacher asks students to do their tasks group. In 11.30 a.m teacher said, "two minutes more". Students responded, "Group one is finish mam" teacher said "Ya please group two hurry up and for another group listen group one and compare in you answer". Then give praise for student who answers the questions completely correct. Teacher said, "Good job". After the students have finished answering the questions, the teacher discusses it one by one based on the number of the question. After the discussion have finished, the teacher corrects the students' works. Teacher said" Ya, all of students please claps your hands to your friend and any other who have different answer. I think in the classroom you all a smart and active respond the question.

After the lesson finished, the teacher reviewed material. The teacher wanted the students to learn the material and do the evaluation at home individually and can gave the homework because next week the students exam. The teacher gave comment about students' performance and suggestion toward what should be improved their ability and gave motivation to the students in order to the students always keep spirit. At 12.11 teacher closed the lesson by giving

thanks fulness for the students' attention and hope the students' have good score in their exam and wishing "Wassalamualaikum.wr.wb"

OBSERVATION NOTE

Code : FN/02
Teacher Name : Teacher A
Class : X MIPA 1
Day/ Date Observer : October, 5th 2018
Time Observation : 10.30 a.m.

The second observation held in October 5th 2018 at 10.30 a.m. As like the previous meeting, the teacher came to the class on time and open the class by greeting and invite students to pray together and check the attendance of the students. Then the teacher asked the students to prepare the module. When the bell rang, the students immediately sat on their place. Teacher used orderly rows when teach material about Complementing with the whole class and present the material use the board. When the teacher entered the classroom, she didn't change the students seating position, and directly started the learning activities the class. Before starts the lesson, teacher remains students on the previous lesson by giving several questions about the material.

In this meeting the teacher only gives the tasks to the students related to the previous lesson. Teacher A asks students to open their module and do the exercises. Individual work was used in this stage its mean that teacher asks students to do the work individually. The teacher allows students to use dictionary in doing the tasks. During the class the teacher monitor all the students by moving on the class. When there is student who does not do the work and disturb the other students, teacher just calls the student's name loudly and the student stop her action. When the students read the text, the teacher monitors the students by moving around the class. After the students read the text on their book, the teacher asks the students to look for the difficult word that they have not known yet to be

asked to her. After that, the teacher reads the text loudly and asks students to repeat after her. This activity is aimed to check the students' pronunciation. After the text has read all, the teacher points a student and asks students to read one sentence from the text and point another student to translate it. Then the teacher points another student to continue read the text and continue till the last sentence of the text. Here, can be seen that the interaction in the classroom occur frequently between teachers and students than the students and students.

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

Before closing the class, the teacher reviews the material. It is done by the teacher to make the students remember the material and give homework to make a sentence about complementing to other. Teacher A also asks students to prepared lesson for the next meeting. The teacher also didn't forget to give motivations to students that learning English is interest and provided task for the students to study at home again and the time was over. Then, as like usual teacher close the meeting by greeting Hamdallah.

OBSERVATION NOTE

Code : FN/01
Teacher Name : Teacher B
Class : XI MIPA 3
Day/ Date Observer : September, 22th 2018
Time Observation : 07.35 a.m.

The first observation held in September, 22th 2018. After the bell rang at 07.35 a.m., the teacher went to the classroom. The students were ready on their seat and the teacher began the lesson by greeting “*Assalamualaikum*” and take a pray. Teacher check attendance one by one. There were not students absent. In seating arrangement, teacher used separate table when teaching material about Offering Help and asked the students to made pairs group. The group consists of their seatmate. The teacher of class XI manages the seating arrangement in various ways depending on the lesson activities. After opening of the class, the teacher asked the students about the previous material about offering Something.

Then the material for today about Offering Help. Teacher use module and textbook to give material and do exercise and then she gave some examples about offering help and asked the students to made pairs group. The group consists of their seatmate. Teacher said, “For the other group please open your book page twenty-three”. The teacher asks students to look for the difficult words that they have not known yet to be asked to her about offering help. After that, the students read aloud the text, and then the teacher asks questions that are related to the text. Next, the teacher asks the students to make a conversation about offering. Twenty minutes allocated for students to finish their work. In this situation, the teacher walks around the classroom to see the progress of student work, provide

reinforcement and give any help for the student who does not understand with the task.

The students should made and memorized conversation about offering help. Then the teacher said, “Who are ready? Raise your hand!” However, the students were not ready yet. The teacher said, “I will give you five minutes to memorize the conversation”. A few minutes, one of students raised her hand and said, “Bu, saya dan Mita dan Illa mau maju”. Then, the students performed in front of the class. The conversation:

Mita : Hai Illa!

Illa : Hay Mita!

Mita : You look so busy Illa. What are you doing?

Illa : Yeah, as you can see. Mit. I am moving the things from my bedroom.

Mita : Oh, I see. Why are you moving all those things?

Illa : I’m going to move to another room because my little sister wants to have her own room now.

Mita : Would you like some help Illa? I’m free. So maybe I can help you with those heavy things.

Illa : Oh, that’s very kind of you Mit. Thanks, I need your help to move my desk.

Mita: Alright, let’s do it then.

Illa: Ok Mita.

While, the students presented their task, the teacher took their speaking score. The teacher gave comment about students’ performance. After all of students performed the conversation about offering help, the teacher reviewed the material and the teacher also gave motivation to the students. Next, the teacher asks several questions to the students related to the material. The questions are addressed to the whole students. After that, the teacher asks students to answer some question related to the text in their book. Before closing the class, the teacher reviews the lesson and gives feedback and asks the students’ difficulties about the material. Finally, the teacher closes the class and asks students to prepare for next lesson. Suddenly, the bell was ringing and the teacher closing the class by saying Hamdallah.

OBSERVATION NOTE

Code : FN/02
Teacher Name : Teacher B
Class : XI MIPA 1
Day/ Date Observer : October, 2th 2018
Time Observation : 07.39

The second observation held in October, 2th 2018 at 07.39. The teacher went to the classroom at 07:39. The students were ready on their seat and the teacher began the lesson by greeting, and take a pray “Assalamualaikum wr.wb” Students responded by said “ Waalaikum salam wr.wb”. Teacher check attendance one by one and there were not students absent. In seating arrangement, teacher used orderly rows when teach material about Storytelling and sets the seating in orderly rows when with the whole class and present the material use the board. And student can present their story in front of the class. Opening of the class, the teacher explained about Story telling at 07: 58.

Teacher asked to students to performed in front of class. Teacher said “Who are ready? Raise your hand!” However, the students were not ready yet. The teacher said “I will give you five minutes to memorize the story have done you make in your home. One of students raised hand and said “Mam, I’m Alifa”. Then, the student onward in front of class to tell story telling about Cinderella. After the student finished present the story, the teacher give chance to ask their friend in front of the class. One of student raise hand. His name is Duta. He asked to Alifa “Why the prince falling in love with the Cinderella”. When the student finished answer the question teacher said, “When you may ask the question please

raise your hand and say, “Me Mam or any other” and teacher conclude the story to someone students to improve our self and they can get benefit. Teacher said “Alifa I want give you score 94”. Ya please Claps your hand to your friend who brave appear in front of the class to tell the story.” After that teacher said “Ya, who else?”. Akmal said “Me mam”. Akmal tell about Crocodile. After finished, Akmal said to teacher “Sorry Mam, I’m nervous”. Teacher responded to answer “Ya, you must to improve, your appearance is good, no problem Akmal”. The student tells story 6-8 minutes for each story. Teacher said, “For you all, please summary the story from Alifa and Akmal and I appreciate your courage to appear in front of the class to tell story” and before end the lesson, teacher said “Can anyone explain the advantages and disadvantages of the story that has been performed by your friend and you understand and conclude from the story telling.”. Four student raise hand. Teacher ask “Ya Andi, please”. “From the story we can improve our vocabulary and all of students can speak and study actively and we try better and better and this class is very excellent”. The teacher said, “Ok students, enough for today and students did not ready to perform, you can meet me every time and everywhere as soon as possible if you are ready”.

After the lesson finished, the teacher reviewed material. The teacher wanted the students to learn the material and do the evaluation at home individually. The teacher gave comment about students’ performance and suggestion toward what should be improved their ability. The teacher also gave motivation to the students in order to the students always keep spirit. In the closing lesson, teacher give homework to students to find out one paragraph about story and the moral value. At 08.56, teacher said “Give applause to you from all of people in classroom, I am proud all of you have participated and active to ask and answer question, Do the best, be strong, thank you very much and I love you” The students answered, “I love you too mam” The teacher said Hamdallah and Salam.

INTERVIEW QUESTIONS FOR TEACHER

School name : SMA Negeri 1 Bantaeng

Teacher name class :

Day/ date of interview :

Place :

1. How do you apply classroom management while teaching English in the classroom?

(Bagaimana cara anda menerapkan manajemen kelas saat proses belajar mengajar Bahasa Inggris di kelas?)

2. What rules do you use in teaching English in the classroom?

(Aturan-aturan apa yang anda gunakan dalam proses belajar mengajar Bahasa Inggris yang berlangsung didalam kelas?)

3. What problems faced when implementing classroom management during teaching English in the classroom?

(Masalah-masalah apa saja yang anda hadapi ketika menerapkan manajemen kelas saat proses belajar mengajar dikelas?)

4. How do you deal with these problems?

(Bagaimana cara anda untuk menghadapi masalah-masalah yang dihadapi tersebut?)

5. How do you build communication between teachers and students in the classroom while teaching process in the classroom?

(Bagaimana cara anda membangun komunikasi antara guru dengan siswa didalam kelas saat proses belajar mengajar seang berlangsung?)

INTERVIEW RESULT

School Name : SMA N 1 Bantaeng

Teacher Name Class : Teacher A

Day/date of Interview : October, 5th 2018

I : Assalamualaikum wr.wb

T : Waalaikum salam wr.wb

I : Sebelumnya perkenalkan nama saya Nurhijjah saya mahasiswi Universitas Muhammadiyah Makassar..Apakah bisa saya mulai interview nya bu ?

T : Iya silahkan.

I : Baik, pertanyaan pertama,

I : Bagaimana cara ibu menerapkan manajemen kelas saat proses belajar mengajar Bahasa Inggris di kelas?)

T: Jadi manajemen pengelolaan kelas yang dilaksanakan dikelas selama proses pembelajaran itu berdasarkan langkah-langkahyang terdapat didalam lesson plan atau RPP. Yang mana terbagi atas 3 langkah yaitu pertama kegiatan awal, kegiatan inti dan kegiatan penutup. Nah dikegiatan awal itu kita laksanakan mengecek kehadiran siswa kemudian merangsang motivasi dalam pembelajaran kemudian menyampaikan tujuan pembelajaran yang ingin dicapai pada pertemuan tersebut dan pada kegiatan inti kita memberikan materi ee sesuai metode tersebut dan terakhir di kegiatan closing itu ee kita memberikan penguatan materi kemudian memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang tidak dipahami eee setelah itu kita memebrikan feedback dan terakhir kita menutup materi.

(Management class carried out during the learning process. Based on the steps there is in lesson plan or RPP. Which one is divided three steps that is the first

is opening, core activities and closing. Well, in opening I check attendance students, and then stimulate motivation in learning and deliver aim learning that want achieved at the meeting these and our core activities give material corresponding method. The final activities and closing it we give strength material then give chance to student for ask things that don't understood after that I give feedback and last, I close the material.)

I : Baik bu, pertanyaan kedua aturan-aturan apa yang anda gunakan dalam proses belajar mengajar Bahasa Inggris yang berlangsung didalam kelas ?)

T: Ya jadi ada beberapa meskipun tidak secara formal misalkan siswa diharuskan berada dalam ruangan ee sebelum guru masuk kemudian siswa harus memiliki konsentrasi dan moticvasi dalam pembelajaran, siswa harus ee bekerja sama dengan baik dalam mengerjakan soal-soal kemudian harus berani berbahasa inggris tidak takut salah dalam mengungkapkan ide maupun menanyakan sesuatu ee kemudian harus memiliki motivasi dan percaya diri ee dalam mengungkapkan ide dalam Bahasa inggris.

(Yes, there are some although not formally for example the students come to the classroom before the teacher come then student should have concentration and motivation in learning, students should together work with well in do questions then should brave speak English not afraid of the express ideas or ask something then should be motivated and self confidence in express ideas in English language)

I: Lalu jadi masalah-masalah apa saja yang biasa ibu hadapi ketika ibu ee menerapkan manajemen kelas saat proses belajar sedang berlangsung?

T: Iya jadi salah satu masalahnya siswa terkadang ee terkadang kurang motivasi ee karena mungkin ee ada yang memiliki atau kekurangan misalkan lack of vocabulary kekurangan vocab jadi merasa tidak confidence didalam kelas nah itulah tantangan kita bagaimana merangsang siswa itu kembali memiliki motivasi yang tinggi dengan memberikan rangsangan-rangsangan supaya ee bisa bekerja sama dengan teman supaya percaya dirinya tinggi dan bisa memiliki motivasi yang bagus dalam pembelajaran.

(Yes, one of the problems is students sometimes lack motivation because maybe there are those who have or lack for example the lack of vocabulary, so feeling insecure in the classroom is how we stimulate those students to have high motivation by giving stimuli so can work with friends so they are confident and can have good motivation in learning).

I: Lalu dengan adanya masalah-masalah ini, bagaimana cara ibu menghadapi masalah-masalah yang dihadapi tersebut?

T: Iya jadi masalah-masalah yang dihadapi didalam kelas ee cara mengatasinya yaitu kita mee memilih metode yang tepa tee untuk membangkitkan motivasi siswa dan prosesnya dalam pembelajaran. Jadi umumnya saya menggunakan cooperative learning dimana cooperative learning itu sangat bisa membantu atau meredam masalah-masalah yang terjadi didalam pembelajaran karena siswa e dapat sharing ee pengetahuan ee dan siswa juga akan bertanya kepada teman tanpa rasa malu ee akhirnya dengan demikian siswa akan lebih mudah memahami materi dan mencapai tujuan pembelajaran yang di harapkan dalam proses pembelajaran.

(Yes, so the problems faced in the classroom are ways to overcome them, namely we choose the right method to generate student motivation and the process in learning. So generally, I use cooperative learning where cooperative learning is very able to help or reduce the problems that occur in learning because students can share knowledge and students will also ask friends without embarrassment and finally students will more easily understand the material and achieve learning goals expected in the learning process.)

I: Oh iye bu, ee kemarin kan berdasarkan hasil observasi yang saya lihat bagaimana cara ibu itu mengaturki posisi kursinya bu? Apakah memang tiap minggu itu berbeda beda atau bagaimana bu?

T: Ya jadi kalau posisi siswa itu tergantung dari metode yang digunakan dalam pembelajaran misalkan meggunakan cooperative learning ee ee maka kita akan membagi siswa berkelompok jadi mereka duduk dengan kelompoknya masing-masing dan dalam kelompok itu kita menggunakan tutor sebaya. Tutor sebaya itu adalah siswa yang memiliki kemampuan lebih dari yang lain dan dijadikan

leader dalam kelompok itu supaya bisa sharing kepada temannya yang agak kurang ee jadi seperti itulah kalau masalah manajemen atau bagaimana posisi siswa didalam kelas.

(Yes, so if the student's position depends on the method used in learning, for example using cooperative learning, we will divide the group students so they sit with their respective groups and in that group, we use peer tutors. The peer tutors are students who have more abilities than others and are made leaders in that group so that they can share with their friends who are somewhat less so that is the case if management problems or how students position in the class).

I: Iye bu, lalu bagaimana cara ibu membangun komunikasi antara guru dan siswa ketika didalam proses belajar mengajar yang sedang berlangsung?

T: Jadi didalam proses pembelajaran itu komunikasi antara guru dan siswa itu sangat penting jadi kita harus berusaha bagaimana menciptakan sebuah situasi yang rileks didalam kelas ee tidak tegang ee meskipun tetap mengontrol supaya siswa tetap dalam koridor yang tidak ribut ehm jadi kita memberikan situasi yang nyaman yang kondusif yang rileks di mana siswa tidak tertekan dan bebas bertanya kepada guru ya apa yang mereka tidak ketahui dan kita juga sebagai guru harus welcome dan memberi penjelasan semaksimal mungkin yang ee membuat siswa itu nyaman dan bisa memahami apa yang mereka ingin ketahui dari materi yang mereka tanyakan.

(So in the learning process communication between teachers and students is very important so we must try to create a relax situation in the class even though it still controls so that students remain in a corridor that is not noisy so we provide a comfortable situation that is conducive to relax where students are not depress and free to ask the teacher what they do not know and we also as teachers must be welcome and give as much explanation as possible which makes the students comfortable and can understand what they want to know from the material they are asking.)

I: Iye bu, mungkin itu saja hasil interview hari ini, mohon maaf mengganggu waktu nya sebentar. Billahi fi sabilil haq fastabiqul khaerat wassalamu alaikum warahmatullahi wabarakatuh.

INTERVIEW RESULT

School name : SMA N 1 Bantaeng

Teacher Name Class : Teacher B

Day/date of interview : October, 2th 2018

I : Assalamualaikum wr.wb

T : Waalaikum salam wr.wb

I : Sebelumnya perkenalkan nama saya Nurhijjah saya mahasiswi Universitas Muhammadiyah Makassar. Mohon maaf sebelumnya saya sudah ada janji untuk melakukan interview mam. Apakah bisa saya mulai interview nya mam?

T : Iya silahkan.

I : Baik, pertanyaan pertama,

I : Bagaimana cara ibu menerapkan manajemen kelas saat proses belajar mengajar Bahasa Inggris di kelas?)

T: Ya kalau manajemen kelas itu ee penguasaan kelas dulu, penguasaan kelas itu wajib. Penguasaan kelas itu ee dalam arti menguasai anak didik dulu. Kemudian yang kedua adalah penguasaan materi, e metode dan komunikasi yang paling penting dengan mengamati, kegiatan pembelajaran dengan mencermati apa itu prinsip, pendekatan, teknik, strategi, dan model pembelajaran dengan baik..

(Yes, if class management is first class mastery, class mastery is mandatory. Mastery of the class in the sense of mastering students first. Then the second is mastery of the most important material, methods and communication by observing, learning activities by looking at what principles, approaches, techniques, strategies, and learning models are good.)

I : Baik bu, pertanyaan kedua aturan-aturan apa yang anda gunakan dalam proses belajar mengajar Bahasa Inggris yang berlangsung didalam kelas ?)

T: Sebisa mungkin siswa diharuskan berada dalam ruangan sebelum guru nya masuk, duduk tertib, engan begitu siswa akan terbiasa dan siap ee menerima

pelajaran dan dalam pembelajaran, siswa harus memiliki kemauan dalam belajar, aktif didalam kelas serta mampu bekerja sama dengan baik dalam mengerjakan soal-soal dan ketika tampil depan kelas tidak malu dan mempunyai percaya diri yang tinggi ee dengan begitu tujuan pembelajaran dapat tercapai sebagaimana yang diharapkan.

(As much as possible students are required to be in the room before the teacher enters, sits in an orderly manner, so students will be accustomed and ready to receive lessons and in learning, students must have the willingness to learn, be active in the classroom and be able to work well in working on questions and when appearing in front of the class is not ashamed and has high self-confidence so the learning goals can be achieved as expected.)

I: Lalu jadi masalah-masalah apa saja yang biasa ibu hadapi ketika ibu ee menerapkan manajemen kelas saat proses belajar sedang berlangsung?

T: Ya, jadi masalah yang saya hadapi yaitu kurangnya disiplin didalam kelas., ee biasanya masalahnya yang didalam kelas itu ketika saya menjelaskan materi terkadang ada siswa yang biasa cerita eee dengan teman sebangku nya jadi biasanya ketika ee sangat ribut, saya menyapa, saya biasanya bertanya tentang sesuatu ee atau aktivitas mengenai materi yang saya sedang ajarkan. untuk mengecek pemahamannya ee saya juga memberikan motivasi dan arahan supaya siswa itu ee aktif didalam berbagai aktivitas didalam kelas,

(Yes, so the problem that I face is that lack of classroom discipline is usually the problem in that class when I explain the material sometimes there are students who usually speak with their friend so usually when it's very noisy, I say hello, I usually ask about something or activity about the material during teaching to check understanding, I also provide motivation and direction so that students are active in various activities in the classroom,).

I: Lalu dengan adanya masalah-masalah ini, bagaimana cara ibu menghadapi masalah-masalah yang dihadapi tersebut?

T: Ya dengan itu tadi ee saya memberikan motivasi dan semangat ee pada siswa untuk berpartisipasi dalam berbagai kegiatan didalam kelas dan cara memahami materi tersebut lebih mendalam dan juga meminta pendapat siswa

lainnya yang tidak berpartisipasi e untuk ikut dalam proses belajar mengajar serta menggabungkan bberpa ee pendapat siswa masing-masing.

(Yes, with that I give motivation and enthusiasm to students to participate in various activities in the classroom and how to understand the material more deeply and ask the opinions of other students who did not participate to participate in the learning process and combine several opinions of each student.)

I: Oh iye bu, ee kemarin berdasarkan hasil observasi didalam ruangan kelas yang saya lihat bagaimana cara ibu itu mengaturki posisi kursi nya bu? Apakah memang tiap minggu itu berbeda beda atau seperti apa ?

T: Ya, jadi pengaturan ee posis tempat duduk itu tergantung materi yang diajarkan, ee misalnya kyak itu kemarin tentang expression disitu kan ada beberapa percakapan dan ee pertanyaan. Jadi saya suruh buat kelompok, ee supaya siswa itu bisa bekerja sama dan saling ee membantu satu sama lain untuk dapat menjawab pertanyaan, dan kalau itu posisi kursi yang biasa untuk materi seperti biasa.

(yes, so the seating position depends on the material being taught, for example like yesterday about expressions there, there are some conversations and questions. So, I asked for a group, so that students could work together and help each other to be able to answer questions, and if that was the usual seat position for material as usual).

I: Jadi kalau yang seperti orderly rows bagaimana itu mam?

T: Oh kalau yang orderly rows atau pengaturan kursi yang umum didalam kelas itu ee kan disini mata pelajaran Bahasa inggris seminggu sekali per kelas jadi biasa saya selingi ee begitu supaya siswa tidak bosan juga.

(Oh, if it's orderly rows or general chair arrangements in the classroom, here are English subjects once a week every class, so I usually alternately so that students don't get bored too).

I: Iye bu, lalu bagaimana cara ibu membangun komunikasi antara guru dan siswa ketika didalam proses belajar mengajar yang sedang berlangsung?

T: Dengan cara mengoptimalkan interaksi guru dan siswa, ee dimana dalam jenis komunikasi seorang siswa e menjadi bebas dalam berekspresi, dengan mmebuat siswa menjadi e lebih aktif. Disampoing guru sebagai pengawas dalam kelas sekaligus sebagai penggerak dalam kegiatan siswa ee makanya itu terjalin komunikasi antara guru dan siswa seperti itu nak.

(By optimizing the interaction of teachers and students, where in the type of communication a student becomes free in expression, by making students more active. Besides the teacher as a supervisor in the classroom as well as an activator in student activities that is why communication is established between the teacher and students like that).

I: Iye bu, mungkin itu saja hasil interview hari ini, mohon maaf mengganggu waktu nya sebentar. Billahi fi sabilil haq fastabiqul khaerat wassalamu alaikum warahmatullahi wabarakatuh.

T: Iye, semoga dilancarkan segala sesuatunya nak. Waalaikum salam warahmatullahi wabarakatuh.



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221/http://fkp-unismuh.info

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor
Lampiran
Hal

: 1077/FKIP/A.I-II/IX/1440/2018
: 1 Rangkap Proposal
: **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –
Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **Nurhijjah**
NIM : 10535601414
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Mon. Emmy Saetan Komp. Skarda N

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **Classroom Management Used by English Teachers' in Teaching English at SMA N 1 Bantaeng**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, September 2018

Dekan,

Erwin Akib, M.Pd., Ph.D
NBM. 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



Nomor : 2361/Izn-5/C.4-VIII/IX/37/2018

Lamp : 1 (satu) Rangkap Proposal

Judul : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Bupati Bantaeng

Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan

di -

Bantaeng

05 Muharram 1440 H

15 September 2018 M

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1077/FKIP/A.1-II/IX/1440/2018 tanggal 15 September 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURHIJAH

No. Stambuk : 10535 601414

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Classroom Management Used by English Teachers' in Teaching English at SMAN 1 Bantaeng"

Yang akan dilaksanakan dari tanggal 22 September 2018 s/d 22 Oktober 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM. 101 7716



**PEMERINTAH KABUPATEN BANTAENG
DINAS PENANAMAN MODAL DAN PTSP**

Alamat : Jl. Andi Manoppiang, email : kptsbantaeng@gmail.com, website : dpmpsp.bantaengkab.go.id

IZIN PENELITIAN

NOMOR : 503/323/IPL/DPM-PTSP/IX/2018

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Bupati Bantaeng Nomor 57 Tahun 2017 tentang Perubahan Atas Peraturan Bupati Bantaeng Nomor 85 Tahun 2016 tentang Pendelegasian Kewenangan Pelayanan Administrasi Perizinan dan Non Perizinan.

MEMBERIKAN IZIN KEPADA

Nama : NURHIJAH
Jenis Kelamin : Perempuan
N I M : 10535 601414
No. KTP : 7471104105950001
Pekerjaan : Mahasiswa Universitas Muhammadiyah Makassar
Alamat : Jl. Gelatik Kec. Bantaeng Kabupaten Bantaeng

Bermaksud mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :
"Classroom Management Used by English Teachers in Teaching English at SMAN 1 Bantaeng"

Lokasi Penelitian : SMAN 1 Bantaeng
Lama Penelitian : 22 September 2018 s.d. 22 Oktober 2018

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat *menyetujui* kegiatan dimaksud dengan ketentuan

1. Sebelum dan sesudahnya melaksanakan kegiatan, yang bersangkutan harus melapor kepada Pemerintah setempat;
 2. Penelitian tidak menyimpang dari Izin yang diberikan;
 3. Mentaati semua peraturan Perundang-undangan yang berlaku dan mengindahkan adat- istiadat Daerah setempat;
 4. Menyerahkan 1 (satu) exemplar copy hasil Penelitian kepada Bupati Bantaeng Cq. Kepala Kantor Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Kab. Bantaeng;
 5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.
- Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Diterbitkan di Kabupaten Bantaeng
Pada tanggal : 20 September 2018



KEPALA DINAS PENANAMAN MODAL DAN PTSP.

MUHAMMAD AFSIR P. S.S., M.A.P
Pangkat : Pembina Tk. I
NIP : 19690515 199803 1 012



PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 1 BANTAENG

Jalan T.A. Gani 23 Telp. (0413) 21089 Kab. Bantaeng Kode Pos 92451

SURAT KETERANGAN PENELITIAN

Nomor : 420/195-UPT.SMA.01/BTG/2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Bantaeng menerangkan bahwa :

Nama : **NURHUJAH**
Nomor Pokok : 10535 601414
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswi Universitas Muhammadiyah Makassar (S1)

Telah melakukan penelitian/pengambilan data di SMA Negeri 1 Bantaeng dalam rangka Penyusunan Skripsi mulai tanggal 22 September s.d 22 Oktober 2018 dengan judul "***Classroom Management Used by English Teachers' in Teaching English at SMAN 1 Bantaeng***"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bantaeng, 5 Oktober 2018

Kepala Sekolah,



ANDI ARUNG, SPd., MM
NIP. 196408011987031018



UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURHIJAH
 NIM : 10535601414
 Judul Penelitian : "CLASSROOM MANAGEMENT USED BY ENGLISH TEACHERS' IN TEACHING ENGLISH AT SMA N 1 BANTAENG"
 Tanggal Ujian Proposal : 5/9/2018
 Tempat/Lokasi Penelitian : SMA N 1 BANTAENG

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Jumat 21 sept 2018	Mengantar surat izin penelitian	Andi Arung S.Pd., MM	
2	Sabtu 22 sept 2018	Observasi kelas XI MIPA	Sitti. Pujiati S.Pd. M.Pd	
3	Selasa 25 sept 2018	Observasi kelas X MIPA	Hernawati, S.Pd., M.Pd	
4	Selasa 2 oktober 2018	Observasi kelas XI MIPA	Sitti. Pujiati S.Pd. M.Pd	
5	Selasa 2 oktober 2018	Interview	Sitti. Pujiati S.Pd. M.Pd	
6	Jumat 5 oktober 2018	Observasi kelas X MIPA	Hernawati, S.Pd., M.Pd.	
7	Jumat 5 oktober 2018	Interview	Hernawati, S.Pd., M.Pd.	
8	Jumat 5 oktober 2018	izin selesai penelitian	Andi Arung S.Pd., MM	
9				
10				

Bantaeng, 5 oktober 2018

Mengetahui,

Ketua Jurusan,

 Ummi Khaerati Syam, S.Pd., M.Pd
 NIM 977 807

UPimpinan/Kepala sekolah,

 ANDI ARUNG, S.Pd., MM
 NIP. 196408011987031018



DOCUMENTATION



Teacher A was giving a question by English for each group



The first observation on September 25th, 2018



Teacher A was teaching English



Teacher A was giving an instruction by English

The second observation on October 5th, 2018



Teacher B was teaching English



Teacher B was giving instruction for each group

The first observation on September 22th, 2018



Teacher B was explaining material about Story Telling on English



Student tell about the story "Cinderella" in front of the class.

The second observation on October 2th, 2018



Interview with teacher A about classroom management

Interview: October 5th, 2018



Interview with teacher B about classroom management

Interview: October 2th, 2018



CURRICULUM VITAE



NURHIJJAH, was born on May 1th, 1995 in Kendari, Southeast Sulawesi. She is the third daughter of the marriage of Yaman Sanggu and ST Nurlaelah. She started her elementary school SDN 13 Baruga and she finished in 2007. Then, she continued her study in SMP Negeri 9 Kendari and graduated in 2010. Afterwards, she continued her study at SMA Negeri Kendari and graduated 2013. After that, she registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title “*Classroom Management Used by English Teacher in Teaching English at SMA N 1 Bantaeng (A descriptive Qualitative Research)*”