

**TEACHER'S EFFORTS IN CREATING EFFECTIVE
CLASSROOM MANAGEMENT IN ENGLISH LANGUAGE
TEACHING AT SMP AL-AZHAR CITANGKOLO**



IAIN PURWOKERTO

THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a
Partial Fulfillment of the Requirements for Achieving the Degree of *Sarjana
Pendidikan* (S.Pd.) in English Education**

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**TEACHER'S EFFORTS IN CREATING EFFECTIVE CLASSROOM
MANAGEMENT IN ENGLISH LANGUAGE TEACHING AT SMP AL-AZHAR
CITANGKOLO**

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MOTTOS

“Life is like riding a motorcycle, to keep balance you must keep moving”.

(Albert Einstein)

خير الناس أنفعهم للناس

“The best man among you is the one who contributes the most to the mankind”.

(Al Hadits)



DEDICATION

My beloved Parents, Mr. Misbah and Mrs. Sholihatun, the most extraordinary person in many ways of my life,

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The researcher realizes that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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ABSTRACT

SMP Al-Azhar Citangkolo is located in Langensari District, Banjar Regency, West Java Province. This school is located in the environment of Islamic boarding school of Al-Azhar Citangkolo foundation. The location is quite conducive and comfortable for learning process and has great expectations to be able to compete with the other schools. One of the basic part and important aspect of teaching is classroom management. Teacher as manager in the classroom has to manage the students well and has a good classroom management to make their students enjoy in learning process. With good management, the class condition will be more life and interesting for the students. The purposes of this study were to describe teacher’s efforts in creating effective classroom management, to find out the challenges faced by the teacher in creating effective classroom management, and to analyze the effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

The research was descriptive qualitative research. The subjects were the English teacher and the students of VIIth grade (VIIP class) of SMP Al-Azhar Citangkolo. The object was the effective classroom management in English language teaching. The data collection techniques carried out in this research were a triangulation of data namely observation, interview, and documentation. The researcher did the observation to know the activities of the teaching learning processes in the classroom which is related to the classroom management applied. Interview is used to collect information from the students and English teacher to know the teacher’s efforts and the challenges faced by the teacher in the classroom management applied. The technique of data analysis in this research were the data reduction, data presentation, and verification.

The results of this research showed that teacher’s efforts in creating effective classroom management divided into five components. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. To solve the problem, the teacher gave a treatment and educational punishment.

Keywords : *Classroom Management, Effective Classroom Management, English Teaching, Teacher’s Effort*

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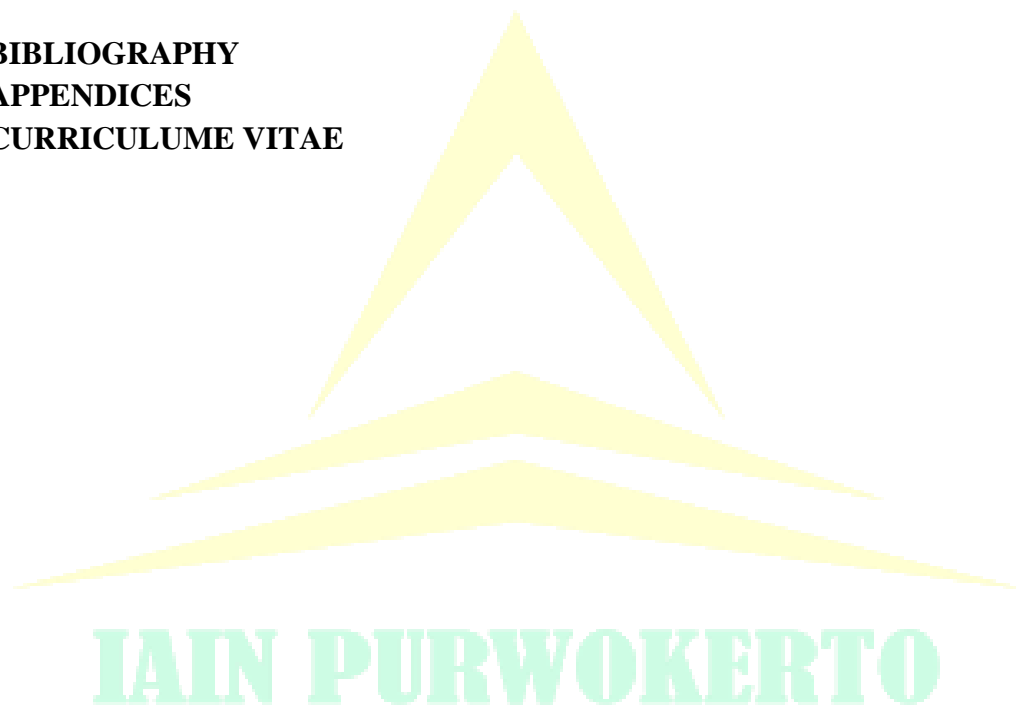
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CHAPTER I

INTRODUCTION

A. Background Of The Study

English becomes one of the most needed language in this era. In Indonesia, English is taught in schools as a foreign language. This subject is tested in the national exam which shows the importance of this subject. Teaching foreign language to the students is not something easy. English is an anxious subject material to the students because not a few students who think that learning English is difficult.

But actually, there are many components that make sure the teaching-learning activity run well and effective. One of the components is classroom management. Classroom management is an important aspect of successful teaching.¹ Teacher as manager in the classroom has to manage the students well. As a manager, the teacher has duty to make a joyful environment, strong motivation, and good influence, thus that the students can accept the lesson well.

Students success in learning very determined the learning strategy and the classroom management of the teacher. Teacher with the main task of educating, teaching, guiding, train, directing, judging and evaluating students on formal education. Teachers are required to understand the basic components in carried out learning activities, one thing that is closely related to quality improvement operational teaching and learning process which takes place in the classroom. A great teacher is a competent teacher in the learning methodology and science. In this transformation context the teacher must have competence in managing all classroom resources, such as classrooms, learning facilities, class atmosphere, students and synergistic interaction.²

¹ Karen Bosch, *Planning Classroom Management: A Five-Step Process To Creating A Positive Learning Environment*, (California: Corwin Press, 2006), p.2.

² Sakdiah Ibrahim at el, *Manajemen Kelas dalam Proses Pembelajaran Sejarah di SMAN 8 Kota Banda Aceh*, Journal of Serambi Ilmu, Vol. 14, No. 2, 2013, p.1.

Classroom management refers to the teacher's control to the students. How to manage the class is the important one in maintaining the effective of classroom. A teacher has the role for maintaining the conditions of the class, whether it will be controlled or not. Teacher plays significant role in managing classroom. A teacher as a manager conducts a planning, which has difficulties about: instructional syllabus, the structure of the topic will be discussed, time allocation, and learning sources.³ Teacher should pay attention to the physical classroom. Physical classroom can be about seating arrangement, classroom design, and media.

Today, teacher should have good classroom management to make their students enjoy in learning English in the classroom. With good management, the class condition will be more life and interesting for the students. There are many studies about how to manage the classroom. Teacher also determine how the achievement of the students learning. Teacher should develop good personal relationship with the students, because it will help the teacher to know the characteristic of each students. All the teacher abilities are requirements to create good environment of the classroom.

Teaching is used to refer to anything done by material developer or teachers to facilitate the learning of the language.⁴ In the learning process, a teacher does not just transfer knowledge to students but also demanded to be able to manage the condition of students well. Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well.

³ Ivor K Davies, *Pengelolaan Belajar*, Translated by Sudarsono Sudirjo, (Jakarta: CV. Rajawali, 1991), p.38.

⁴ B. Tonmlinson, *Material Development in Language Teaching*, (Australia: Cambridge University Press, 1998), p.3.

In the field of EFL teaching, classroom management is a crucial issue from time to time. Many theories, concepts and principles of classroom management have been discussed and are warmly welcome, but to some extent classroom condition and situations do not allow them to be put into practice. To be an effective classroom manager, an EFL teacher should manage everyone including the EFL teacher himself and everything within the classroom. He should focus on managing not only teaching and learning activities but also on the organization of resources, time and space.

This descriptive research was conducted in SMP Al-Azhar Citangkolo. There are some reasons why the researcher chooses SMP Al-Azhar Citangkolo. This school is one of Islamic junior school which has A accreditation and many students. English learning process on SMP AL-Azhar Citangkolo is different with the other school especially in classroom management. SMP Al-Azhar Citangkolo is a school based Islamic boarding school. The researcher considers that SMP Al-Azhar Citangkolo can be a good example for the other junior high school in English learning teaching process.

Based on preliminary research on Thursday, Juli 16th 2020, Mrs. Maya as the English teacher in SMP Al-Azhar Citangkolo said that creating effective classroom management is very important in the learning process, teacher have to create a learning environment that is comfortable, fun, makes learning run calmly, allows students to develop their abilities to the maximum extent possible and create cultured and noble behavior. Based on many reasons above, the researcher is interested in conducting the research about effective classroom management implied by the teacher to make the English learning process more easy and fun. Creating effective classroom management is very important in learning process. The success or failure of learning is largely determined by the classroom management of the teacher. Good teachers are required to be able to creating effective classroom management for their students. From the description above, the researcher is interested in carrying out the research *“Teacher’s Efforts in Creating Effective Classroom Management in English Language Teaching at SMP Al-Azhar Citangkolo”*.

B. Conceptual Definitions

1. Teacher as Manager

Based on Widisusworo, as a manager, teachers must always be creative and have a high imagination in managing everything related to learning.⁵ A teacher is required to have certain abilities and competencies as part of teacher professionalism. One of teacher competencies is professional competence. Professional competence is the ability of a teacher in managing the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media. From the explanation above, the researcher conclude that teacher is manager in the classroom for their students and have obligation to manage the student well during learning process to create an effective classroom management.

2. Teacher's Effort

Teacher should have an efforts and strategies when they were teaching in English language to manage their classroom to be an effective classroom. According Webster, effort is conscious exertion of power hard work, something produced by exertion or trying, and the total work done to achieve a particular end.⁶ Teachers' efforts and performance affect students performance, one way or another. Teacher's effort is the teacher's way to solve the problem and how to teach their students in the classroom to improve their students ability.⁷

3. Classroom Management

Classroom is a social setting where participants interact with each other in classroom behavior.⁸ An interactionist is taken here for

⁵ Erwin Widiasworo, *Cerdas Pengelolaan Kelas*, (Yogyakarta: DIVA Press, 2018), p.86.

⁶ Merriam Webster Dictionary.

⁷ Hafni Zuraida Ihsan ang Nurul Wahidah, *Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability*, Journal of Voice of English Language Education Society, Vol. 3, No. 2, E-ISSN 2579-7484, (Lombok: 2019), p. 64.

⁸ Ming-tak Hue & Wai-shing Li, *Classroom Management: Creating a Positive Learning Environment*, (Hongkong: University Press, 2008), p.6.

understanding how classroom participants interact with each other as individuals and groups, as well as the relationships between individual and group behaviours.

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so the teaching and learning process can be running well. Generally, the goal of classroom management is to manage and make sure the teaching and learning process is running well. Teacher's understanding of classroom management is needed to improve teachers' readiness in the classroom. So the researcher concludes that classroom management deals with controlling and managing the classroom to be effective teaching and tackling the problems happen in learning activity.

4. Effective Classroom Management

Effective classroom management skills are pivotal to fostering a safe and orderly school environment, academic success students, positive working conditions for teacher, and high teacher-retention rates.⁹ So, as a teacher have to be creative in the classroom, how to manage the students in the classroom well. It is teachers' responsibility to create a supportive, positive, orderly, and conducive learning environment. The researcher can conclude that effective classroom management is an effort made by the teacher to condition his or her students towards an effective and conducive condition for learning.

C. Research Questions

Based on background of the problem that has been explained, the research questions that will be taken from this research are:

⁹ Jason E Harlacher, *Designing Effective Classroom Management: The Classroom Strategies Series*, (United States: Solution Tree Press, 2015), p.4.

1. What are teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo?
2. What are the challenges faced by the teacher in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo?
3. How is the effective classroom management applied in English language teaching at SMP Al-Azhar Citangkolo?

D. Objectives and Significances of The Research

1. Objectives of the Research

The objectives of the research are:

- a. To describe teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.
- b. To find out the challenges faced by the teacher in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.
- c. To analyze the effective classroom management applied in English language teaching at SMP Al-Azhar Citangkolo.

2. Significances of the Research

The research is expect to give some contributions. The contribution can be distinguished into theoretical and practical benefits are as follow:

- a. Theoretical significances:
 - 1) The researcher expects this research will be able to provide insights and treasures of science especially for the researcher and the readers about teacher's efforts in creating effective classroom management in English language teaching.
 - 2) The researcher expects this research is being helpful information and useful references to the next study in relevant research.
- b. Practical significances
 - 1) For English teachers

The researcher expects this research can be used as reference for the teachers in classroom management, so that teacher can improve their abilities to manage the classroom.

2) For researcher

This research gives more information and knowledge about how to create effective classroom management in English language teaching that very useful for the researcher as a prospective teacher.

3) For the other researcher

This research expects can be additional references for other researchers who conduct research related to classroom management.

4) For school

The results of this research be able to give more information to the school about creating effective classroom management and improve the school service for the students achievement.

E. Structure Of The Study

To make logical and systematically discussion of this research, the researcher will explain about the structure of this research. This research is divided into five chapters with the following details:

Chapter I presents an introduction which contain of background of the study, operational definition, research question, objectives and significances of the research and structure of the study.

Chapter II presents the theories of teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo which is four subject sub-chapters as follow: teacher as manager, teaching English, classroom management, effective classroom management and the last is review of relevant studies.

Chapter III presents the research method which is consisting of four sub-chapters: type of research, sources data, techniques of data collection, and techniques of data analysis.

Chapter IV presents result of this research which is consisting of four sub-chapters those are: general description of SMP Al-Azhar Citangkolo, subject description, research findings, and discussion of teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

Chapter V presents conclusion, suggestion and closing remark.



CHAPTER II

LITERATUR REVIEW

A. Teacher as Manager

1. Definition of Teacher as Manager

Teachers as manager must always be creative and have a high imagination in managing everything related to learning.¹⁰ A teacher is required to have certain abilities and competencies as part of teacher professionalism. One of teacher competencies is professional competence. Professional competence is the ability of a teacher in managing the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media. Teacher as persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom.¹¹

As a manager in the class, the teacher has a role and a very big influence in improving in students learning outcomes. The development of students enthusiasm for learning, or interest in learning material, and a pleasant learning atmosphere much is determined by quality teacher leadership. According to Kartini Kartono, a leader is someone who has skills and strengths, specifically excess expertise in one area, so that he is able to influence others to do it together certain activities, for the sake of achievement one purpose.¹² Leadership is a process direct, guide, influence or supervise the mind, feelings or actions and behavior other people.¹³

The function of the real teacher is not just teaching, but in this case the teacher more focused on managerial skills or position in leading the

¹⁰ Erwin Widiasworo, *Cerdas Pengelolaan Kelas*, (Yogyakarta: DIVA Press, 2018), p.86.

¹¹ Douwe Beijaard et.al, *Reconsidering Research on Teacher's Profesional Identity, Teaching and Teacher Education 20* (Leiden : LEIDEN University, 2004), p. 113.

¹² Kartini Kartono, *Pemimpin dan Kepemimpinan*, (Jakarta: PT. Raja Grafindo Persada, 1994), p. 33.

¹³ Hadari Nawawi, *Administrasi Pendidikan*, (Jakarta: Gunung Agung, 1983), p. 79.

class learning. Therefore teacher as manager or leader learning in the classroom that can manage the teaching learning process for influence the students so they want to conduct learning activities in accordance with predetermined goals. In managing learning process, the teacher functions as a manager. In other words, as a person leader so that it can be said teacher as a leader in the classroom.¹⁴

Sunhaji formulated ten abilities that must be possessed by a teacher as follows:¹⁵

- a. Mastering the teaching material
- b. Able to manage the teaching and learning process
- c. Able to manage the class
- d. Able to use media/learning resources
- e. Mastering the foundations of education
- f. Able to manage teaching and learning interactions
- g. Able to assess student achievement in teaching and learning
- h. Can carry out guidance and counseling programs
- i. Know and carry out teaching administration
- j. Understand the principles and interpret the results of research education.

2. English Foreign Language Teacher Roles

There are three interrelated main roles that EFL teachers should play to make the teaching learning work successfully in the classroom:¹⁶

- a. Instructional Role

The instructional role requires the EFL teacher by all means to facilitate the attainment of the lesson objectives which have been set. The instructional role is goal-oriented, task-dependent, and knowledge-based in which the EFL teachers are to perform various things to

¹⁴ Edeng Suryana, *Manajemen Kelas Berkarakteristik Siswa*, (Subang: STAI Miftahul Huda, n.y.), p.4.

¹⁵ Sunhaji, *Konsep Manajemen Kelas dan Implikasinya dalam Pembelajaran*, *Jurnal Kependidikan*, Vol. 2 No. 2, (Purwokerto: IAIN Purwokerto), p. 32.

¹⁶ Muhammad Amin Rasyid, "EFL Teacher as Manager a Classroom: Classroom Management Scheme", presented at the International Seminar, (Makassar: University of Makassar, 2013), p.3-4.

facilitate students to learn. Therefore, the EFL teachers are demanded to act, for example:

- 1) Instructor, linking the old language items with the new ones, exercising direct control over the students' performance, evaluating as well as correcting students' work.
- 2) Model of language use, giving and showing the correct model of pronunciation and sentence construction.
- 3) Consultant or adviser, helping students to clarify knowledge and concepts where it is appropriate.
- 4) Co-communicator, participating in a activity without taking the main initiative for learning away from the students themselves.

b. Managerial Role

- 1) Demonstrating to the students that they are making progress in the target language (English) all the time.
- 2) Presenting materials with the appropriate level of difficulty.
- 3) Giving the students meaningful relevant, and interesting tasks to carry out.
- 4) Creating situation which the students find enjoyable, interesting, lively, and stress-free.
- 5) Showing the students how to make use of the little they know.
- 6) Allowing students to take some responsibility for themselves and became the 'doer' in the classroom.
- 7) Playing respect to the students and their ideas as he respects himself and his ideas.

c. Investigating Role

It means to develop and enhance the effectiveness of the managerial and instructional roles. The teachers should be curious to know what happens in their classroom, why things are not going well, what is going wrong, what works well and what does not work.

B. Teacher's Efforts

The basic and important element in teaching and learning is the teacher. The teacher in the classroom is the whole people, an expert in the profession, as well as an expert in the field of pedagogical and psychological knowledge.¹⁷ Teacher is a professional educator who has responsibility in educating, teaching, supervising, directing, training, assessing, and evaluating learners.¹⁸ Nowadays, teachers are required to have the knowledge and skills of various teaching strategies. Therefore, teachers have to be able to create a comfortable and conducive classroom management to make the students enjoy in the learning at the same time. As a result, the goal of the learning can be achieved.

Good teachers understand what students everywhere can confirm: teaching is not just talking, and learning is not just listening. Effective teachers are able to figure out not only what they want to teach, but also how to do so way that students can understand and use the new information and skills.¹⁹

Teacher should have an efforts and strategies when they were teaching in English language to manage their classroom to be an effective classroom. According Webster, effort is conscious exertion of power hard work, a serious attempt, something produced by exertion or trying, effective force as distinguished from the possible resistance called into action by such a force, and the total work done to achieve a particular end.²⁰ Teachers' efforts and performance affect students performance, one way or another. Effort refers to the subjective intensification of mental and or physical activity in the service of meeting some goal.²¹

¹⁷ Danijela Makovec, *The Teacher's Role and Professional Development*, *International Journal of Cognitive Research in Science, Engineering and Education*, Vol. 6, No. 2, (Slovenia: University of Ljubljana, 2018), p. 36.

¹⁸ Depdiknas, 2005.

¹⁹ Andreia Ramona Lupascu, et al, *Characteristics of Effective Teacher*, *Journal of Procedia Social and Behavioral Science*, 127 (2014) 534-538, (Romania: Elsevier Ltd, 2014), p. 535.

²⁰ Merriam Webster Dictionary.

²¹ Article in press, vol. xx, No. yy, p. 2.

Teacher's effort is the teacher's way to solve the problem and how to teach their students in the classroom to improve their students ability.²² Teaching in English subject is more difficult to make the students understand than the other subject. Teacher effort is difficult to measure in part because it happens behind classroom doors, away from the eyes of school inspectors, parents and even school principals, and in part because effort has several dimensions.²³

According to Ilham and Litololi, the teachers have the power to instill values and character to the students, at least in three ways:²⁴

- a. Teacher can be an effective compassionate, loving and respectful the students, helping them succeed in school, building their confidence, and getting them to understand what is moral by seeing how their teachers treat them with good ethics.
- b. Teachers can become models, ethical people who show their high respect and responsibility both inside and outside of the classroom. Teachers can also set an example in matters that relating to morals and their reasons, that is by showing their ethics in acting in school and in the environment.
- c. Teachers can be ethical mentors, give moral instruction and guidance through explanations, class discussions, storytelling, personal motivation, and provide corrective feedback when there are students who hurs their friends or hurt themselves.

C. Teaching English

1. Definition of Teaching English

²² Hafni Zuraida Ihsan ang Nurul Wahidah, *Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability*, Journal of Voice of English Language Education Society, Vol. 3, No. 2, E-ISSN 2579-7484, (Lombok: 2019), p. 64.

²³ Hai-Anh H Dang and Elizabeth M King, *Incentives and Teacher Effort: Further Evidence from a Developing Country*, *Journal of Economics of Transition Volume 24(4)*, 621-660, (USA: Blackwell Publishing, 2016), p. 625.

²⁴ Asni Ilham and Saleha Litololi, *Teacher's Effort in Improving Students' Character*, *Journal of Advance in Social Science, Education and Humanities Research Volume 118*, (Gorontalo: Atlantis Press, 2017), p. 109.

Teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language.²⁵ Teaching is an interaction process done by students and the environment in order the human/students behavior changes to be better.²⁶ Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁷ It means teaching not only about material's focusing, but teaching also focus on conditioning the students to make them comfortable and understand the learning. Teaching is an active process in which one person shares information with others roprovide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior.

Education always consists of teaching and learning. It means that teaching is a systematic way, teacher as an organizer should be creative to make students interested in following the teaching process. In teaching process, there will involve the interaction between people, material, facilitate, tools and the procedure that all of them are influence each other in getting the teaching goal. In teaching activities, teachers absolutely have significant roles and close relationship with the students in delivering knowledge.²⁸

2. Components of Teaching

In the teaching process, there are some components of teaching, the components are:²⁹

a. The objective

Objective means the goal of education that interprets from the vision, mission, owned by an institution. In the other hands, the

²⁵ B. Tonmlinson, *Materi al Development in Language Teaching*, (Australia: Cambridge University Press, 1998), p.3.

²⁶ E. Mulyasa, *Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirian Guru dan Kepala Sekolah*, (Jakarta: Bumi Aksara, 2010), p.100.

²⁷ D. Brown, *Principle of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc, 2000), p. 7.

²⁸ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT. Bumi Aksara, 2004), p.57.

²⁹ Indri Setyowati, "Classroom Management Applied in Teaching English by the Tenth Grade English Teacher of SM AN 1 Wonosari in the Academic Year", Thesis, (Surakarta: IAIN Surakarta, 2017). p. 43.

objective means the goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching.

b. The students or participant

Students or participant are human being without way any limitation and certain characteristic. In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in the learning process.

c. The teacher

Teacher in the learning process not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible. The teaching learning process based on the teacher roles. The success of teaching is also based on teacher quality.

3. Elements of Teaching

There are several elements that can be used in the English teaching learning according to Diane Larsen and Martin Anderson as follows.³⁰

a. Classroom Set-up

The teacher have to cre at a classroom environment that is bright and cheerful. This was accomplished in the classroom where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide a positive environment as possible.

b. Peripheral Learning

This technique is based upon the idea that we perceive much more in our environment than we consciously notice. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the

³⁰ Diane Larsen-Freeman & Martin Anderson, *Techniques and Principles in Language Teaching 3rd edition*, (New York : Oxford University Press, 2013), p. 113-114.

posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

c. Positive Suggestion

Positive suggestion is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: a teacher tells students they are going to be successful. But the indirect suggestion, which appeals to the students' subconscious, is the more powerful of the two. Example, the indirect suggestion was accomplished in the class we visited through the choice of a dialogue entitled, to want to be able to.

d. Choose a New Identity

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on, they may be asked to talk or write about their fictional hometown, childhood, and family.

e. Role-play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their lines relevant to the situation. In the lesson, we observed, the students were asked to pretend that they were someone else and to introduce themselves as the person.

f. Primary Activation

This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialogue out loud, individually or in groups. In the lesson we observed, three groups of students read parts of the dialogue in a particular manner: the first group, sadly; the next, angry; the last, cheerfully.

g. Creative Adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include guessing pictures, singing, dancing, dramatizations, and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

4. The Stages of Teaching and Learning Process

The stages of managing and implementing the teaching and learning process can be specified as follows:³¹

a. Planning, including:

- 1) Determine what you want to do, when and how to do it.
- 2) Limiting objectives and setting work implementation for achieve maximum results through the process of determining targets.
- 3) Develop alternatives.
- 4) Collecting and analyzing information.
- 5) Prepare and communicate plans from decisions.

b. Organizing, including:

- 1) Providing facilities, equipment and labor necessary for the compilation of an efficient framework within carry out plans through a determination process the work needed to complete it.
- 2) Group work components into the organizational structure regularly.
- 3) Establish authority structures and coordination mechanisms.
- 4) Formulate and establish methods and procedures.
- 5) Selecting, conducting training from workers as well as education look for other sources that are needed.

c. Briefing, including:

- 1) Develop a detailed time and cost framework.

³¹ Abu Ahmadi & Joko Tri Prasetyo, *SBM Strategy Belajar Mengajar Untuk Fakultas Tarbiyah Komponen MKDK*, (Bandung: CV. Pustaka Setia, 2005), p. 32-33.

- 2) Initiating and displaying leadership in implementing plans and making decisions.
 - 3) Removing specific instructions.
 - 4) Guiding, motivating, and making adjustments.
- d. Supervision, including:
- 1) Evaluate the implementation of activities compared with plan.
 - 2) Report deviations for correlation actions and formulate correlation actions, develop standards and suggestions.
 - 3) Assess the work and take a correlation action deviations.

5. Procedures of Teaching Learning Process

There are three components of procedures applied in teaching learning process, namely : introduction component, presentation/content component and closing or conclusion component. The three components can be describe as follows:³²

a) Opening Activity/Introduction

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

b) Main Activity/Presentation

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

c) Closing Activity/Conclusion

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

D. Classroom Management

1. Definition of Classroom Management

³² Abu Ahmadi dan Joko Tri Prasetyo, *Strategi Belajar Mengajar*, (Jakarta: Kencana, 2005), p. 42.

Before discuss of classroom management, it will be better if discussed what is meant of the class. Hadari Nawawi looked at class from two angles, as follows:³³

- a. Classroom in the strict sense: a room bounded by four walls, where a number of students gather to follow the learning process. Classroom in this traditional sense, contains properties static because it merely designates the grouping of students according to the level of development, among others based on the age limit chronologically respectively.
- b. Classroom in a broad sense: a small society which is a part of the school community, which as a whole organized into work units that dynamically organize creative teaching and learning activities to achieve a goal.

Classroom management as a ability of the teacher to utilize class potential consists of opportunities consisting of breadth of each person to carry out activities that creative and directed. So that the available time and funds can used efficiently to carry out activities class related to curriculum and student development. From the explanation above it is clear that the classroom management will develop when the teacher create maximum use of class potential consisting of three elements namely : teacher, student and processes or class dynamics.³⁴

Classroom management refers to the teacher's control to the students. How to manage the class is really important in maintaining the conducive learning process in the classroom. The success or failure of teaching and learning activities depends on the classroom management. Classroom management is concerned with a course of action of teacher's behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom.³⁵ Classroom management deals to

³³ Hadari Nawawi, *Organisasi Sekolah dan Pengelolaan Kelas Sebagai lembaga Pendidikan*, (Jakarta: Gunung Agung, 1982), p. 116.

³⁴ Hadari Nawawi, *Organisasi Sekolah dan Pengelolaan Kelas Sebagai lembaga Pendidikan*, p. 115.

³⁵ Branon, T. S. *The Effect of Classroom Management Beliefts/Ideologies on Students Academic Success*. (Dissertation Completed: California State University, 2010), p. 97.

the way teacher organize what goes on in the classroom.³⁶ Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so the teaching and learning process can be running well.

Classroom management is decision and procedure to maintain the class where the teaching and learning are conducted.³⁷ According to Smith and Laslet, classroom management refers to skill in the organization and presentation of lessons in such a way that all students are actively engaged in learning.³⁸ By implication it is to mean that classroom management refers to making attractive presentation, catching student's interest and understanding what is being happening in the classroom.

Classroom management is the process or effort made by a teacher to create conducive classroom conditions within order to create effective and efficient learning. Classroom management aims to create a class atmosphere comfortable as a place for the activity of learning to take place teach. Thus the activities will be able to run effectively and directed so that the learning objectives have been determined can be achieved. Classroom management is everything which is intended to create an effective classroom atmosphere and fun and can motivate students to learn better according to ability. Classroom management can also be interpreted as a conscious effort to work and process activities systematic teaching and learning in the presentation above is more than preparing learning materials, facilities, and teaching aids, arrange the study space, realize learn the process of time management, so learning can work well and purposeful curricular can succeed.³⁹

³⁶ Endang Fauziati. *Teaching English as a Foreign Language*, (Surakarta: Era Pustaka Utama, 2015), p.79.

³⁷ Cruickshank, et.al, *Perilaku Mengajar*, Translated by Gisela Tani Pratiwi, (Jakarta: Salemba Humanika, 2014), p. 166.

³⁸ J.Smith Colin and Laslet Robert, *Effective Classroom Management: Teachers Guide Second Edition*. (USA: Rutledge, 1993), p. 76.

³⁹ Husna Amalia, *Penerapan Manajemen Kelas Sebagai Upaya Meningkatkan Efektivitas Pembelajaran PAI*. *Journal of Ilmu Tarbiya*, Vol. 8, No. 1, 2019, p. 3.

The term “classroom management” is often used to refer to behavior modification or discipline only-and for good reason. Classroom management, on its surface, is primarily about establishing guidelines for behavior and making sure that those guidelines are followed. Good behavior is important for creating an environment where student learning will take place. Good behavior is an necessary condition for learning, but by itself, it is not sufficient. When an educator begins to go beyond performing behavior modification to include strategies that promote learning, that educator begins to practice true “classroom management”. This broader concept of classroom management includes other things such as :⁴⁰

- a. How arrange the space
- b. How present our “teaching self” in that space and
- c. How we expect students to demonstrate that they have learned what we wanted them to.

2. The Aims of Classroom Management

The aims of classroom management are inherently contained in educational goals, both in generally and specifically. Generally the purpos of classroom management is to provide facilitate for a variety of students learning activities in social, emotional and environmental settings intellectual in the classroom. The facilities provided are possible students to study and work, the creation of a social atmosphere providing satisfaction, an atmosphere of discipline, intellectual development, emotional and attitude, and appreciation of students. Whereas the aims of classroom management are specifically divided into two goals for students and teachers.⁴¹

Aims for students:

- a. Encourage students to develop individual responsibilities about his behavior and the need to control himself alone.

⁴⁰ K. Dasaradhi, *Strategies for Effective Classroom Management, International Journal of English Language, Literature and Humanities*, Vol. 4, Issue 2, 2016, p.3.

⁴¹ Sudirman N, et.al, *Ilmu Pendidikan*, (Bandung: Remadja Karya CV, 1987), p. 312.

- b. Helping students to find out the appropriate behavior class order and understand that the teacher's reprimand is a warning and not anger.
- c. Evoke a sense of responsibility to involve themselves in assignments and activities.

Aims for teachers:

- a. To develop understanding in the presentation of lessons with smooth opening and the right speed.
- b. To be able to realize the needs of students and have the ability to give clear instructions to students.
- c. To learn how to respond effectively to disturbing students behavior.
- d. To have a more comprehensive remedial strategy can be used in connection with behavioral problems students who appear in the classroom.⁴²

According to Garret, classroom management has two goals as follows:⁴³

- a. 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 etc.

- b. Creating an environment for social-emotional learning

Social-emotional learning promotes growth in social skills and the ability to express emotion maturely. Classroom is well managed only when the teacher can create the environment that promote both of kinds of learning.

3. Principles of Classroom Management

In order to minimize the problem of interference in classroom management, classroom management principles can be applied. Then it is

⁴² Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis*, (Jakarta: PT. Rineka Cipta, 2005), p. 148.

⁴³ Tracey Garret, *Effective of Classroom Management*, (Columbia University: Teacher College, 2014), p. 57.

important for teacher to know and master the principles of classroom management as follows:⁴⁴

a. Warm and Enthusiastic

Warm and enthusiastic are needed in the learning process. Teachers who are warm and familiar with students always show enthusiastic about the task or the activity will succeed in implementing classroom management.

b. Challenge

Use of words, actions, ways of working or materials challenging will increase the passion of students to learn thereby reducing the likelihood that behaviors will arise deviate. In addition, it will be able to attract the attention of children and can control their passion for learning.

c. Vary

Use of tools or media, teaching styles teacher, the pattern of interaction between teacher and students will reduce emergence of interference, increasing the attention of students. Moreover if their use varies according to momentary needs. Variation in the use of what is stated above is the key to achieving effective classroom management and avoid boredom.

d. Flexibility

The flexibility of the teacher's behavior to change the strategy teaching can prevent the possibility of interference students, as well as creating an effective climate of teaching and learning. The flexibility of teaching can prevent the emergence of disorders such student noise, no attention, no work, etc.

e. Emphasis on Positive Things

Basically in teaching and educating the teacher must emphasis the positive things and avoid concentration students attention on negative things. Emphasis on which is positive, namely the teacher's emphasis on

⁴⁴ Syaiful Bahri Djamarah and Anwar Zain, *Strategy Belajar Mengajar*, (Jakarta: Rineka Cipta: 2013), p.184.

behavior positive students behavior rather than nagging behavior negative. This emphasis can be done by giving positive reinforcement, and teacher awareness to avoid mistakes that can interfere with the course of teaching and learning.

f. Cultivating Self-Discipline

The ultimate goal of classroom management is students can develop self-discipline. Therefore, the teacher should always encourage students to carry out self-discipline and the teacher should be an example of control self and implementation of responsibilities. So, teachers must be discipline in everything if want the students to be discipline in everything things.

There are another principles of Classroom Management according to Morley in Aristan Selan below.⁴⁵

a. Clear Expectations

Clearly explain the expectations to the students in terms of both behavior and academics. By clearly stating the expectations, while also acknowledging that the teacher have a responsibility to educate the students, the teacher help build a classroom based on mutual respect, while simultaneously avoiding misunderstandings that arise from confusing language or the absence of stated rules.

Write a list of what the teacher need from the students to run an effective classroom. Note what the teacher will give them in return. Next, communicate the list clearly to the students. If the teacher like, the teacher can have a copy of what the teacher expect from them and what the teacher can expect from the teacher in return.

b. Consistency

Important for teachers to be consistent regarding both student and teacher expectations. When the teacher-let students get away with breaking the rules, the teacher teach them that rules and regulations do

⁴⁵ Oscar Aristan Selan, "A Descriptive Study on Classroom Management Applied by The Teacher at SD Inpres RSS OESPA", Thesis, (Kupang: Artha Wacana Christian University, 2013), p. 29-31.

not matter and can always be broken without consequence. Whether the teacher is teaching first grade or high school, being consistent with rewards for good behavior and punishment for bad behavior will help the teacher run a dynamic, organized and positive classroom. When punishing students. Make sure the punishment fits the crime.

c. Focus

It is the important principle to run a classroom that is free of major behavioral problems and focused on education and learning. One way to do this is to have an activity that students begin as soon as the teacher enter the room, sometimes called bell work. When the students know the teachers are expected to begin focused work as soon as the teacher enter the room, the teacher begin the period with a positive attitude toward education. For instance, as more and more students play video games at home, teachers are beginning to incorporate educational video and computer games into their classrooms.

d. Respect and Affection

Design classroom activities to encourage students' positive qualities. To promote a positive environment based on respect and value, try to genuinely like the students. No matter what grade the teacher teach, there are students that are difficult to like, but if the teacher really get to know each student, observe the student and talk with the student, the teacher are likely to find them more interesting and likable. Show to the students that the teacher like them and will work hard to do what is best for them, even if it may not always be what the teacher want at the time.⁴⁶

4. Classroom Management Approaches

Classroom management is a multifated concept and views about classroom and its styles can be categorized in various ways. According to

⁴⁶ ⁴⁶ Oscar Aristan Selan, "*A Descriptive Study on Classroom Management Applied by The Teacher at SD Inpres RSS OESPA*", Thesis, (Kupang: Artha Wacana Christian University, 2013), p. 31.

Burden in Setyowati grouped the different classroom management approaches under three main headings:⁴⁷

- a. The Intervening Model which consists of high control approaches includes: behavior modification, assertive discipline, positive discipline, and behaviorism and punishment.
- b. The Interacting Model which is medium-control approaches includes: logical consequences, cooperative discipline, positive classroom discipline, noncorrosive discipline, discipline with dignity, and judicious discipline.
- c. The Guiding Model which can also be called as low-control approaches includes: congruent communication, group management, discipline as self-control, teaching with love and logic, inner discipline and from discipline to community.

Other approaches of classroom management according to Sunhaji:

- a. Power approach

Classroom management means as a process for control students' behavior. The teacher's role here is to create and maintain a disciplined situation in the classroom.

- b. Threat approach

Through this approach classroom managers are also interpreted as the process for controlling student behavior but is done through threats, such as: prohibiting, insinuating, forcing and ridiculing.

- c. Freedom approach

Classroom management is defined as a process to help students feel free to do something anytime and at anything. The role of the teacher is to make every effort possible student freedom.

- d. Cookbook approach

This approach is done by giving a list of ones can describe what should and what should not be done the teacher reacts to all problems or

⁴⁷ Indri Setyowati, "Classroom Management Applied in Teaching English by the Tenth Grade English Teacher of SMAN 1 Wonosari in the Academic Year", Thesis, (Surakarta: IAIN Surakarta, 2017). p. 27

situations that occur within classroom. The role of the teacher is just to follow instructions like it is written in the cookbook.

e. Teaching approach

This approach is based on an assumption that with a plan and implementation of teaching will prevent emergence of student behavior problems and solve those problems if it can't be prevented. This approach promotes behavior teacher in teaching to prevent or stop behavior poor student behavior. The role of the teacher is to plan and implementing good teaching.

f. Behavior modification approach

As the name implies, the classroom manager is interpreted as a the process for changing student behavior. The role of the teacher is develop good student behavior and prevent bad behavior.

g. Emotional social approach

According to this approach classroom management is a process creating a positive, social emotional climate in the classroom. Social positive emotional, meaning that there is a positive good relationship between the teacher and students or between students and students. Here the teacher is towards forming that personal relationship. The teacher's role is creating a food personal relationship.

h. Group process approach

Classroom management as a social system in which the process the group is the most important. The role of the teacher is to development and implementation of group process is effective.

i. Pluralistic approach

Classroom managers try to use various kinds approaches that have the potential to be able to creat and teaching learning takes place efficiently. The teacher can choose from eight approaches above as can be done. So the notion of class is a set teacher activities and to creat and

maintain classroom conditions that provide the possibility of teaching and learning.⁴⁸

5. Time Management Skill

Academic learning time in the classroom has emerged as an important variable. Time is an important necessary condition but far from the whole story. Student who spends more time pursuing academic content learn more and receive higher achievement scores. Although it is obviously important to allocate adequate time to academic content, making time on the schedules is not enough. How this allocated time is used in the classroom is the real key to student achievement. Academic learning time is the engaged time with a high success rate. Many researchers suggest that students should get 70 to 80 percent of the answer right when working with a teacher. How effectively teachers provide for and manage academic learning time in their classrooms is the key in determining student achievement.⁴⁹

Effective classroom management managers are nearly always good planners. They do not enter a room late, after noise and disruption have had a chance to build. They are waiting at the door when the children come in, starting from the very first day of school, they teach the rules about appropriate student behavior. They do this actively and directly, sometimes they actually model the procedures for getting assistance, leaving the room, going to the pencil sharpener, and the like, the more important rules of classroom behavior are written down, as are the penalties for not following them.⁵⁰

E. Effective Classroom Management

Effective classroom management requires teachers to be expert at employing multiple strategies and to be skilled at recognizing when current

⁴⁸ Sunhaji. *Konsep Manajemen Kelas dan Implikasinya dalam Pembelajaran*, *Jurnal Kependidikan*, Vol. 2 No. 2. (Purwokerto: IAIN Purwokerto) P. 39-41.

⁴⁹ Aijaz Ahmed Gujjar and Bushra Naoreen, "Role of Teacher as Classroom Manager", *Manager Journal on Educational Psychology*, (Bahawalpur: The Islamia University, 2009), p. 2.

⁵⁰ Aijaz Ahmed Gujjar and Bushra Naoreen, "Role of Teacher as Classroom Manager", *Manager Journal on Educational Psychology*, p. 3.

practices are ineffective and modification are necessary. Effective classroom management skills are essential for teachers. Unfortunately, many teachers do not receive adequate training in classroom management prior to beginning their teaching careers and feel unprepared for the demands of managing student behaviors in classroom.⁵¹

1. The Aspects of effective Classroom Management

Effective classroom management is discussed as a co-operative enterprise linked to classroom and school processes and the development of good relationship. It's considered of four aspects:⁵²

- a. Management in the Classroom : Begins with four simple rules: get them in; get them out; get on with it; get on with them, then given more detailed in rules of classroom management.
- b. Mediation with individuals, refers to knowledge of how to provide the counseling and guidance which some pupils require, understanding their problems and avoiding damaging confrontations in the classroom.
- c. Modification of behavior, involves applying learning theory to shaping and changing behavior in ways which are practical and realistic within the routine of the normal classroom.
- d. Monitoring school discipline considers how schools evaluate the effectiveness of policies on discipline and how senior teachers can help colleagues cope with stress and other problems.

2. The Rules of Effective Classroom Management

According to Colin and Laslett, there are four rules of effective classroom management as follows:⁵³

- a. Get Them In

The process of “get them in” can be seen to involve three phases:

⁵¹ Shamina E. & Mumthas N.S. “Classroom Management: Implications for Teacher Preparation Programmes”, *IOSR Journal of Humanities and Social Science*, Vol. 23, Issue 1, Ver. 3, (India: Farook Training College, 2018), p. 43.

⁵² Colin J. Smith & Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, (New York: Routledge, 2002). p. 2.

⁵³ Colin J. Smith & Robert Laslett, *Effective Classroom Management: A Teacher's Guide*. p. 3-13.

1) Greeting

Before the class arrives the teacher establish the rule of host receiving the class and quietly able to underline the authority by deciding when students are invited to enter the room. There is also the vital practical advantage of being able to check that the room is tidy, that materials are available, displays arranged, and necessary instructions or examples are written on the board. This will help to provide the mental composure essential to relaxed assurance.

2) Seating

Teachers may choose to encourage children to sit with friends to promote co-operation or they may deliberately and arbitrarily disperse such centres of potential distraction: but they establish that placement and movement in the classroom are matters which they control. A seating plan showing who sits where quickly enables teachers to learn and use individuals names, so although later grouping will be desirable, it is very useful for at least first few lesson if a fixed pattern is set and maintained.

3) Starting

Starting a lesson smoothly and promptly depends not only on managing the physical entrance and disposition of the student body but also the mental tuning-in of the student mind. Right at the start of the lesson there is something for them to do: games, workcards, anything, because they rarely arrive at the same time. Whatever the subject or topic each lesson should start with some activity which occupies every student quietly, whilst teachers deal with registration, latecomers, lost or malfunctioning equipment. The type of activity will depend on the age and ability of the child and the nature of the lesson, but is must be something within each child's capacity to accomplish without additional help.

b. Get Them Out

Planning the end of the lesson is a crucial part of the way in which experienced teachers successfully handle transition from one activity to another. The lasting effect of an interesting learning experience can be wasted and pleasantly developing relationships between teacher and class can be spoilt if a productive session dissolves into a noisy, chaotic and stressful finale. So teachers need to consider the two phases of concluding a lesson and dismissing a class.

1) Concluding

Smith point out this time to give positive feedback to students, praising good work and reassuring those who have had difficulties that next time things will be different. It is an opportunity to refresh, restate and reinforce at theme of the lesson. It can also be a good idea to reserve some time for a game, quiz or story so that the conclusion of the lesson becomes a reward for earlier effort, particularly for those who may find the main subject content a bit of a struggle.

2) Dismissing

Decisions about the precise method for dismissing a class will vary according to the age of the pupils. It is important to remember that classes are never just leaving one place; they are going to another. Children should be helped to cue in to their next activity. The sequence should be clearing up and collecting books and material, checking up on learning and giving feedback, enjoying a game or other relaxing end to the session.

c. Get On With It

In this context 'it' refers to the main part of the lesson, the nature of its content and manner of its presentation. Pupils' feelings of self-esteem and sense of competence in a particular subject area will depend to a considerable extent on the teacher's ability to 'get on with it'.

1) Content

Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the

ability of the students to whom it is delivered. Method and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for students with a range and diversity of aptitudes and abilities. Activities planned for the beginning and conclusion of the session will go some way to achieving these aims, but it is also important to provide variety in the main body of the lesson particularly in double periods. Finding the correct balance is not always easy, too much of the same thing becomes tedious, too many changes become confusing, but most lesson should involve some listening, some looking, some thinking, some talking, some reading and some writing.

2) Manner

Positive relationships develop from the manner in which people communicate with each other. For teachers, this means thinking about how they address and question children and how they convey expectations about behavior. The atmosphere in a classroom is like any 'weather system' subject to change and the effective teacher is skilled at spotting and dispersing a minor disturbance before it builds up into a major depression.

The manner in which a teacher addresses a class reflect an attitude and conveys a message not only through what is said but also through how it is said. Before speaking to the class it is essential that attention is gained by getting students to stop work and listen carefully. Facial expression and tone of voice are as important to any communication as making sure that it is heard. Another aspect of the manner of teaching is the point and purpose of the teacher's use of questions. A more positive is for teachers to see questioning as a means of checking whether material is understood and to treat an incorrect answer.

d. Get On With Them

Teachers develop good personal relationships with their students by fostering mutual trust and respect. To do this effectively teachers need to be aware of each student as an individual and be sensitive to the mood of the class as a whole. This means knowing who's who and keeping track of what's going on.

1) Who's Who

Awareness of individual differences begins with the mundane but essential task of learning names and putting them accurately to faces. An active strategy should then be employed to revisualise the plan, to scan the room mentally recalling names whilst students are working and to always address questions and comments by name. Other useful tactics in fixing names and faces are adding a brief written comment using the students' name each time work is marked and taking every opportunity to chat informally to students outside classroom in playground, corridor and dining room so that some additional background information is added to the teacher's mental picture.

2) What's Going On

Few classes or groups of students within a class likely to be so purposefully malevolent as to set out on a planned campaign of disruption. However, individually minor irritations can develop collectively into more serious sources of friction. Acquiring this sensitivity to the class atmosphere depends on a combination of mobility and marking. When working at one student's desk or with a group around a table, a brief glance around the rest of the room will identify any potential trouble spots. Through this active involvement at child level, allied to the aforementioned 'lighthouse' technique when addressing the class as a whole, the teacher becomes more responsive to the prevailing mood of the group and better able to judge the times

for emphasis on serious brisk endeavor or for more relaxed and light-hearted amusement.⁵⁴

3. Designing Effective Classroom Management

Garret stated that effective classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.⁵⁵

a. Physical design of the classroom

The design of the classroom allows for some activities take place and for other to not. Into consideration the influence their classroom arrangement can make on their students. The environment of a classroom sends out symbolic message to those who enter the classroom. The environment should reflect the beliefs and values of the teacher. Therefore, it is vitally important that teachers see what message their classroom sends out. The physical design lies in how the classroom is laid out, where the students' desk are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and etc.

The following are three types of seating arrangement proposed by Harmer :

1) Orderly Rows

Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangement. The teacher has a clear view of all the students and the students can all see the teacher – in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to.

⁵⁴ Colin J. Smith & Robert Laslett, *Effective Classroom Management: A Teacher's Guide*, (New York: Routledge, 2002). p. 12.

⁵⁵ Tracey Garret, *Effective of Classroom Management*, (Columbia University: Teacher College, 2014), p. 59.

Orderly rows imply teachers working with the whole class. When we are teaching a whole class of students who are sitting in orderly rows, it is vitally important to make sure that we keep everyone involved in what we are doing. Pair work and group work are possible even when the class is seated in orderly rows; students can work with people next to them or in front of them or behind them.

2) Circles and Horseshoes

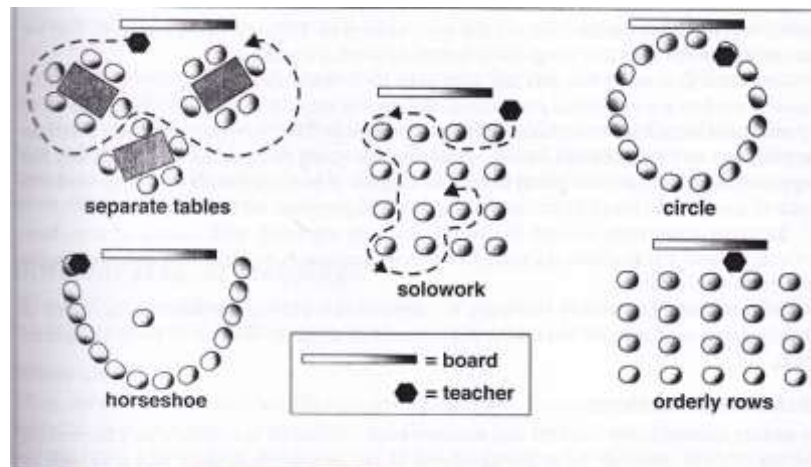
In smaller classes, many teachers and students prefer circles or horseshoes design. In a horseshoes, the teacher will probably be at the open end of the arrangement since that may well be there the board, overhead projector and or computer are situated. In a circle, the teacher's position – where the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

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

3) Separate Tables

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

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



Picture 1. Seating arrangement

b. Rules and Routines

Rules and routine are essential components of an effective classroom management plan and go a long way with respect to developing an conducive environment to learning. Classroom rules generally about overall conduct in the classroom, whereas routines deals with daily activity that is done repeatedly to achieve a certain goal. Routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished. Teachers establish the classroom rules and routines such as taking attendance and handing back papers to keep the classroom activities running calmly with as little distrupcion and loss of time as possible. In addition to rules, routines are essential for the overall fluidity of the classroom. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be. Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures.

c. Relationships

Teacher as manager in the effective classroom develop caring, supportive relationship with students and parents and promote supportive relation among students. A good teacher is a teacher who has a good

relationship with students and their parents, so that everything can be communicated properly and there is no miscommunication between them.

d. Engaging and Motivating Instruction

The fourth component of effective classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation, interest and comfortable in learning. Effective manager develop clear instruction that engages learners, and they carefully plan their instruction so that each learning activity running well and organized. On the other hands, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson.

e. Discipline

Discipline is very important in the learning process. Teacher focused on preventing and responding to students' misbehavior. Discipline does not mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior, carefully plan the instruction so that the learning activity runs smoothly and well organized. Successful classroom management also involves being able to prevent disruptive behavior and reacting to it effectively when it occurs.⁵⁶

F. Review of Relevant Studies

Based on the research about sources such as scientific research that have relevance with this research topic, the following are the result of some researchs that relate with this research.

The first, a research written by Imran Latif Saifi, Muzaffar Hussain, Lubna Salamat, Mohammad Iftikhar Bakht in 2018 with entitled "*Impact Of Classroom Management On Students' Achievement At University Level*". This study was focused on impact of classroom management on students' academic achievement at university level in Punjab. The major objectives of the study

⁵⁶ Jeremy Harmer, *How to Teach English*, (Oxford: Ocelot Publishing, 2010), p.180.

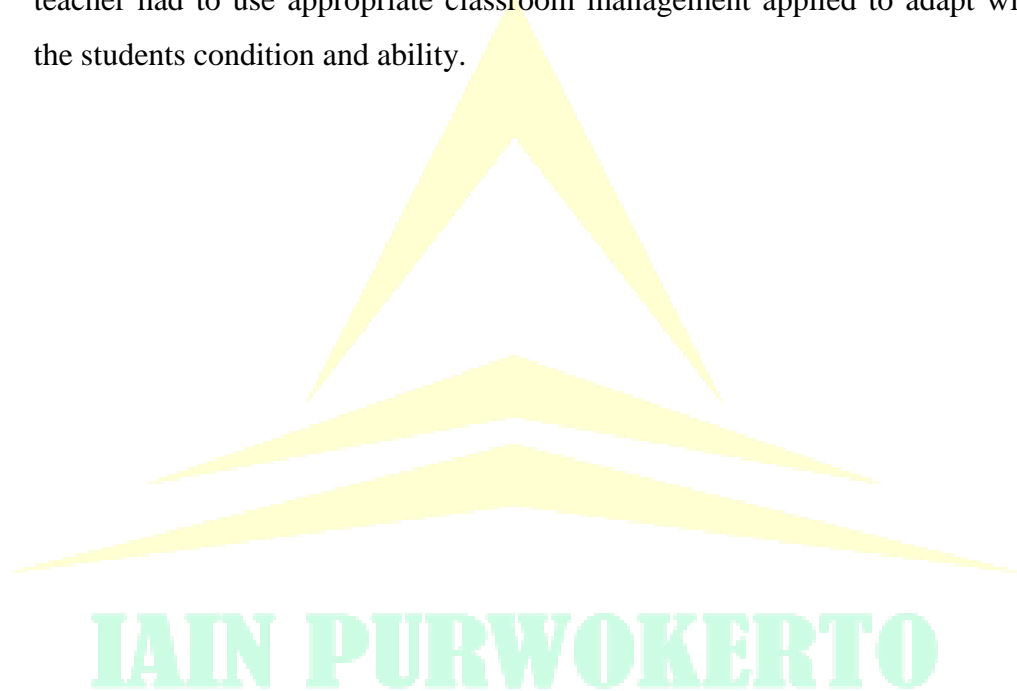
were to investigate students' perceptions about classroom management at university level, to investigate impact of classroom management on students' achievement and to give suggestions for improving classroom management at university level. Finally, the results of this study indicated that classroom management could effectively predict student learning motivation and that learning atmosphere exerted the most influence. The similarity with this research was together discussed about Classroom Management in formal education. The differences with this research was the authors discussed about impact of classroom management on students' achievement at university level while the researcher discussed about teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

The second, a research written by Nurdan Ozrecberoglu, Cagda Kivanc Caganaga in 2017 with entitled "*Strategies for Improving Problem-Solving Skills in Mathematics for Students and Teachers' Classroom Management*". This study aims to determine the relationship between the acquisition of problemsolving skills that play an important role in mathematics alongside two dimensions of classroom management which are time management and plan-program management. The similarity with this research was a discussion about Classroom Management in formal education. The difference with this research was the author discussed on strategies for improving problem-solving skills, time management, and classroom management while the researcher discussed about teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

The third, a research written by K. Dasaradhi in 2016 with entitled "*Strategies for Effective Classroom Management*". This study discussed different aspects of classroom management and the importance of creating a plan before the academic year begins. Classroom management has the largest effect on student achievement. Every teacher faces a challenge when it comes to managing the classroom. The similarity with this research is discuss about

effective classroom management. The differences of this research with the researcher's study were the creating a plan before the academic year begins while the researcher focussed on teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

Based on the relevant studies above, it could be concluded that there were several similarities and differences to this topic research that discuss about classroom managemet in English language teaching. To get good result in understanding materials and creating effective classroom management, the teacher had to use appropriate classroom management applied to adapt with the students condition and ability.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

Research method is something that used to prove valid and trusted data it can be improved, found, and proved scientifically in some knowledge.⁵⁷ This research was field research with the type of research was included in descriptive qualitative research. This research discovered about all of information included facts that observed and be described in a narration about teacher's efforts in creating effective classroom management in English teaching learning at SMP Al-Azhar Citangkolo.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting. Data analysis inductively builds from data to general themes, and interpretations of the meaning of the data are made by the researcher.⁵⁸

Qualitative research is specially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior.⁵⁹ Descriptive research presents a picture of the specific details of a situation, social setting, or relationship. A descriptive research study starts with a well-defined issue or question and tries to describe it accurately. The study's outcome is a detailed picture of issue or answer to the research question.⁶⁰

B. Sources of Data

1. Subjects of the Research

⁵⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV Alfabeta, 2017), p.2.

⁵⁸ John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*, (USA: SAGE Publications, 2014), p. 32.

⁵⁹ C.R. Kothari, *Research Methodology: Methods and Techniques*, (New Age International, 2004), p.3.

⁶⁰ Neuman w, Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches, 7th Ed.* (America: Pearson, 2014). P. 38-39.

The subjects of the research are the people who participates in human subject by being the target of observation by researcher. The main subjects that becomes the information sources in this research are:

- a. The headmaser of SMP Al-Azhar Citangkolo.
- b. Mrs. Maya Ulfah Effendy as the English Teacher at SMP Al-Azhar Citangkolo.
- c. Seven Students of VIIP class of SMP Al-Azhar Citangkolo.

2. Object of the Research

The object of the research was the teacher's efforts in creating effective classroom management applied in English learning teaching activity at SMP Al-Azhar Citangkolo.

C. Techniques of Data Collection

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

1. Observation

Observation was the instrument of collecting data which used to organize individual behaviors or the process of the activity observed in rea situation or simulation.⁶¹ Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research seat.⁶² The observation technique is the most commonly used method in studies relating to behavioral sciences. Sugiyono explained that observational is a complex process, consists both of biological and psychological aspect.

The field notes were done by the researcher. Observation used to get information about teacher's efforts in creating effective classroom management in English language teaching that implemented by the teacher and field notes used to write the result of the observation and some important events in the English teaching-learning process. The observation was conducted in every meeting of English lesson. The researcher

⁶¹ Nana, Sudjana, *Pengantar Penelitian Pendidikan*, (Bina Rupa Aksara: Jakarta, 2005), p. 109.

⁶² John W. Creswell. *Research Desain Qualitative, Quantitative, and Mixed Methods Approaches*. (California: SAGE Publications, Inc. 2009). P. 181.

observed the teaching learning process in the classroom for three times. This observation was used to watch activities or events which were related to the data about teacher's efforts in creating effective classroom management in English learning teaching at SMP Al-Azhar Citangkolo. First observation had done at VIIP class on July 27th 2020, and Mrs. Maya as the English teacher, second observation held on August 5th 2020 and third observation held on August 10th 2020. In this case, the researcher observed the teaching learning process done by the teacher in the class and the researcher tried to find some phenomena or activities during the teaching learning process. Here the researcher was as the observer.

In this research, the researcher chose participant observation. It was a type of observation in which the writer is directly included in the activities of the objects observed. In participant observation, the researcher observed what people do, listened to what they said and participates in their activities.⁶³

In addition, the researcher in this observation would be as passive . it means that in the observation, the researcher presents at the scene action, but does not interacts or participates.⁶⁴

2. Interview

Interview was a face to face situation in which the researcher set out the elicit information or opinion from the subject.⁶⁵ Interview is a research method in which the researcher will quest someone related to the topic being observed, the researcher may prepare the draft of interview guidelines.⁶⁶ Interview is an interaction process between interviewer and interviewee through direct communication. To collect valid data in this research, researcher used interview guide as a data collection instrument to find out more information about the research. This research used

⁶³ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2006), p. 311.

⁶⁴ Sugiyono, p. 132.

⁶⁵ Sugiyono, p. 35.

⁶⁶ C.R. Kothari, *Research Methodology: Methods and Techniques*, p.96.

structured interview, it means that the researcher created some questions and prepared in the interview guidelines..

The researcher conducted the interview with Mrs. Maya as the English Teacher of SMP Al-Azhar Citangkolo and seven students of SMP Al-Azhar Citangkolo on July 16th till August 26th 2020. The seven students were Fahri Soril, Nabilah Nur Ilmiah, Anggun Diana, Chika Keyla Volanda, Sekar Alisya, Rahma Aulia, and Achmad Assyauqillah.

3. Documentation

Documentation is collecting data from public and private documents as a written evidence and unobtrusive source of information.⁶⁷ The researcher used this method in order to achieve the accuracy data valid. Documentation was used researcher to obtained data about related things with research such as general description of profil SMP Al-Azhar Citangkolo, documentation of activities in learning process, RPP (lesson plan), and the other's school archives.

D. Techniques of Data Analysis

In this research, the researcher used the following technique to analyze the data. The technique of the data analysis which is used in this research is by using the techniques of data analysis that suggested by Miles and Huberman.⁶⁸ Activities in qualitative data analysis are carried out interactively and take a place continuously until it is complete, so the data is saturated.⁶⁹ The techniques are data reduction, data display/presentation, and verification.

1. Data reduction

⁶⁷ John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. (United States: SAGE Publications, 2014), p.180.

⁶⁸ M.B Miles, & A.M. Huberman, *Qualitative data Analysis: A sourcebook of new method*, (SAGE: Beverly Hills), p.10-12.

⁶⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV Alfabeta, 2016), p.243.

Data reduction is process of combining and uniformity all the data that has gotten become a script which will be analysed.⁷⁰ Reduction of data as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary and coding the data source, and focusing in collecting data are needed. It means that this process aims to reduce, to shorten, and to reject which one is important data and which one is not.

In collecting the data the researcher conducted interview with Mrs. Maya as an English teacher at SMP Al-Azhar Citangkolo. It is needed to choose which data that appropriate to be used in research. After getting various of data from collecting data, the researcher reduces the data which is related to this research. This process is run since the research happened, from the beginning of the research till the end of the research.

2. Data display/data presentation

Presentation of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to rearrange all of data collection from research's field. The data are data that have been selected, shorted, and coded in the step of reduction of data. The purpose of data display is to give the description about the next plan that should be done by researcher. In presenting data, the researcher described a case or event that has been examined in the field. It was related to the techniques taken by the researcher, namely descriptive qualitative techniques. This taken based on research activities that the researcher has done in the field.

3. Verification of data (conclusion of data)

This research used qualitative research. The last step of techniques of data analysis is verification. Verification is deciding the validity and accuracy of something. In this step, the research can conclude and verify after the researcher rechecked, reduced, and analyzed the data to answer

⁷⁰ Haris Herdiansyah, *Metode Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial*, (Jakarta: Salemba Humanika, 2010), p.180.

research questions from this research. The conclusion of this research depended on the evidence that the researcher found in the field. The technique used in the verification of this data, the researcher used the triangulation technique.

E. Trustworthiness of Data

The data and information gathered from the research was in the form of documents, pictures, and taken from interview. To see whether the research findings were credible or not, it should be check. In qualitative research, the researcher has big possibility to be subjective. To prove the trustworthiness of data in this research, the researcher used triangulation to develop the trustworthiness of data. Triangulation was a technique of examining trustworthiness of data by using something excluding of data to check or to compare the data.

In this research, the researcher used triangulation by using resources. In this case, the researcher corroborates the data obtained by comparing with information from various other sources. The researcher rechecked the information from observation and interviews and the data get to relevant document. It aimed to know-how was the teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo by an interviewed with the English teacher and the students. According to the research, the researcher found the sources information about classroom management in English teaching and learning process at SMP Al-Azhar Citangkolo. Then the interview was compared with observation and documentation of teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the data analysis and discussion used to answer research questions which has been collected from the observation, interview and documentation. The important point of this chapter was to describe the teachers effort's in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

A. General Description of SMP Al-Azhar Citangkolo

1. Geographical Location of SMP Al-Azhar Citangkolo

SMP Al-Azhar Citangkolo is a junior high school based Islamic boarding school managed by the Al-Azhar foundation. Here is the profil of SMP Al-Azhar Citangkolo:

| | |
|------------------|--|
| School Name | : SMP Al-Azhar Citangkolo |
| NSS | : 202069040011 |
| NPSN | : 20225274 |
| Adress | : Jl. Pesantren No.2 Citangkolo |
| Kode Pos | : 46324 |
| Village | : Kujangsari |
| Sub-district | : Langensari |
| Regency | : Banjar |
| Province | : West Java |
| Telp. | : 2730505 |
| E-mail | : smpalazharbanjar@gmail.com |
| Website | : www.smpalazhar.sch.id |
| SK Pendirian | : Badan hukum PN.6/II/IV/1987 |
| Accreditation | : A |
| SK Accreditation | : No. 02.00/330/BAP/SM/SK/XI/2017 |
| Curriculum | : 2013 |

Source : TU of SMP Al-Azhar Citangkolo

Based on the data above, the geographical location of SMP Al-Azhar Citangkolo is very strategic and easily accessible. The location is quite conducive and comfortable for learning process, not too close to the highway but still close to the city center, so it is not disturbed by the noise of vehicles passing on the highway.

2. Vision, Mission and the Goals of SMP Al-Azhar Citangkolo

As an educational institution that carries out tasks in the form of the curriculum in order to achieve educational goals, in carrying out its duties, SMP Al-Azhar Citangkolo has the following vision and mission as follows:

a. Vission

“Creating Islamic cadres, faithless, well-informed and independent peoples and becoming proud cadres”.

b. Mission

While the mission, SMP Al-Azhar Citangkolo has 5 mission as follows:

- 1) Fortify the faith, edify the noble.
- 2) Improve education quality and efficiency.
- 3) To create reliable and qualified human resources.
- 4) Optimize all school potential and neighborhood layout.
- 5) Improve school cooperation with community harmony and support each other.

c. Goals

SMP Al-Azhar Citangkolo has 3 goals as follows:

- 1) Forming muslim of faith, dignity and character, self-confidence, self-discipline, responsibility, love of the fatherland, advancing and developing knowledge and skill, and charity toward the establishment of a mainstream society that is all alone of God.
- 2) Every year there is expected to be an increase in the value of each subject's national exam.

- 3) Students continued higher and improved education.

Source : TU of SMP Al-Azhar Citangkolo

3. State of Teachers and Students

a. Teacher's Situation

Teachers are people who provide knowledge to students. The knowledge that a teacher gives to students must be able to make the students finally able to choose the values of life that are increasingly complex and must be able to make students communicate with each other in the community. Therefore the teacher has an important role in the activities of the teaching and learning process. The teachers of SMP Al-Azhar Citangkolo in the 2019/2020 school year amounted to 38 people. English teachers there are 3 people.

b. Student Condition

Students are people who are handed over by their parents to take part in learning held in schools with the aim of becoming human knowledge, skills, experience, personality, noble and independent. The number of active students in SMP Al-Azhar Citangkolo 2019/2020 academic year amounts to 431 students.

B. Subject Description

In this research, the researcher chose an English teacher and students of VIIth grade students of VIIP class. The teacher's name is Mrs. Maya Ulfah Effendy. The teacher had been teaching in SMP Al-Azhar Citangkolo since 2006. In SMP Al-Azhar Citangkolo, she taught English at VIIth and IXth grade students. Each meeting, she taught for two hours of lessons.

There were 32 students of VIIP class which consists of 5 males and 27 females students. To collect the data from interview, there were seven students as the participants. The researcher did the interview to the students it was aimed to get more valid data about the teacher's effort in

creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

C. Research Findings

The researcher described data which had been gotten from some kinds of data collection techniques. The data were obtained from observation, interview with teacher and students and documentation at SMP Al-Azhar Citangkolo. Based on the observation which had been done by the researcher during the teacher's efforts in creating effective classroom management, the researcher found some findings.

The researcher did the observation in the classroom when the teacher taught the English lesson in the learning process. Researcher directly observed all activities from starting until the end of learning process in the classroom. English lesson is taught by Mrs. Maya. A schedule of English lesson at VIIP class was on Monday, 09.00 a.m until 09.40 a.m and Thursday, 08.00 a.m until 08.40 a.m. The finding of the research concerning to the teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo are presented in following:

1. Teacher's Classroom Management in English Language Teaching

The observation was conducted in July till August 2020 at VIIP class of SMP Al-Azhar Citangkolo. The lesson meeting lasts for about 80 minutes normally, but in this new normal era during the pandemic of Covid-19, the lesson meeting was only 40 minutes according to the health protocol. So the time to study was only half of the normal time, it means the learning process in the classroom more faster and shorter than usual. The English teacher Mrs. Maya handled the lesson in the classroom.

Based on observation, in the opening of the lesson, the teacher greeted the students by said "*Assalamualaikum my students*". Then the students answered "*Wa'alaikumussalam Mom*". Then the teacher greeted again to ask the condition of all students by saying "*How are you today?*". The students answered very excited "*I'm fine, and you*". Then the teacher answered "*I'm pretty good, thank you*". Next the students and teacher

prayed together. These are routines that teacher did before starting lesson. After that, as usual, the teacher checked the students' attendance and called the students' names one by one, then the students answered "*present*" if the student following the class. Next, more faster because the time was limited, the teacher tidied the seats to create the comfortable environment and make sure all students were ready to received the materials. The teacher delivered the learning objectives first to be carried out on that day. The class situation was pretty calm, all students sat down neatly and quietly. There were no students walking around the class or chatting with their peers at the beginning. As always, before the teacher began the lesson in learning process, teacher always asked the students about the previous material and remembered it again in simple explanation to connect the previous material with the material to be studied. The teacher also asked the students to take out their dictionaries on the table, because every meeting students are required to bring an offline dictionary. It aims to help students to find the new meaning of vocabularies if the students did not know the meaning.

Based on the data found from observation, interview and documentation, the researcher explained the result findings of teacher's classroom management as follows:

a. Classroom's Atmosphere

The classroom's atmosphere can give a large part in management of the classroom. One of the aspect in creating good atmosphere in the classroom was seating arrangement. Related to the seating arrangement, Mrs. Maya as the English teacher of SMP Al-Azhar Citangkolo has different seating arrangement every meeting depend on the material and the activities of the day. The teacher usually use two types of seating arrangement when teaching learning process in the classroom, that was orderly rows and separate table.



Picture 2. The teacher used orderly rows seating arrangement

Firstly, the teacher used orderly rows design when the teacher explain the material and made a pair work. When the teacher used orderly rows design, the teacher had a clear view of all students and the students also can see the teacher in front of the class clearly. It also made the teaching activity easier, the teacher enable to maintain eye contact with the students and the teacher can easily walked up and down making more personal contact with individual students and watching what they are doing. Secondly, the teacher used separate table when the teacher asked to the student to made small groups discussion. When the students sat in the small group at individual table, it made the teacher easier to see the students' worked and helped the students' difficulties.

"Before learning begins, I always tidy up and arrange the student seats as comfortable as possible according to the activities to be carried out. If the activity is a group discussion, I used a separate table model to make it easier for students to work together with their groups. When explaining the material I usually use an orderly rows design to make it look neatly, comfortable and easier to see the conditions of all the students,

*then I start learning according to what has been planned in the lesson plan”.*⁷¹



Picture 3. Teacher used separate tables

Based on observation, classrooms of SMP Al-Azhar Citangkolo are adequate and comfortable for learning. In every classroom there was an LCD projector and speakers to support learning facilities and infrastructure, then there was a special cupboard for each students at behind the classroom that useful to save student equipment. In the back corner of the classroom there were cleaning tools such as brooms, mop and dustpan. On each side of the wall there were students' worked and colorful motivation words in English. There were also some daily English vocabularies that students can use for daily conversation in the classroom. Besides that, there were also four lamps, a fan, adequate chairs and tables. The physical design conditions of classroom in SMP Al-Azhar Citangkolo was clean, beautiful and comfortable enough to learn.

⁷¹ (Interviewed with the English teacher on July 20th 2020)



Picture 4. Physical design of the classroom



Picture 5. Classroom's atmosphere

IAIN PURWOKERTO



Picture 6. Classroom's tools

b. Rules and Routines in the Classroom

Rules and routine are essential components of an effective classroom management plan and go a long way with respect to developing an conducive environment to learning. Classroom rules generally about overall conduct in the classroom, whereas routines deals with daily activity that is done repeatedly to achieve a certain goal. Routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished.

Based on observation in VIIP class, the researcher found several rules and routines that the teacher applied during learning process in the classroom. Rules in the classroom should cover several dimensions of behavior, including respect (listening to others, treating others respectfully) and making appropriate effort (doing one's best, coming to class prepared everyday). The teacher made some learning contracts with the students in the beginning of the lesson such as : not eating in the classroom, not talking alone when the teacher is explaining, paying attention to the teacher, not making noise, going to the class on time, doing assignments that have been given by the teacher, not absent more than three times and must brought a dixtionary every meeting. So, when there are students who violate these rules will get an treatment or

educational punishment by the teacher. An example, when a student talked to their friends the teacher came to the his desk then asks the student to explain the material that has been delivered by saying “explain the material in front of your friends please” or asked student to do activity that related to the learning. Students who absent the class when a certain lesson will get an punishment according to the material being studied. For example a student who absent when the greeting card material is given, the student is given the task to summarize the material and make a greeting card. All the punishment are educational punishment which aims to educate and make students understand the material clearly.

*“In the first meeting, I made some learning contracts with the students in the beginning of the lesson such as : not eating in the classroom, not talking alone when the teacher is explaining, paying attention to the teacher, not making noise, going to the class on time, doing assignments that have been given by the teacher, not absent more than three times and must brought a dictionary every meeting. The obligation to bring a dictionary to be taken into consideration in providing additional value for students' deficiencies. Absent more than 3 times without clear information, the students have to make a product that is determined related to the theme material, for example he or she missed the greeting card material, so I asked him or her to make a greeting card and read it in front of the class, and add other assignments”.*⁷²

Routines are essential for the overall fluidity of the classroom. Every classrooms have many different needed routines, and it is critical for teachers to work out what these will be. Based on observation in VIIP class, the researcher found Mrs. Maya as an English teacher has some routines that have been applied in the classroom to handle her students. Among the routines are: always greeted when entered the classroom, always praying before starting the lesson, always greeted students in the beginning so that the students felt enjoy, arranged and

⁷² (Interviewed with the English teacher on July 20th 2020)

tidied up students' seats as comfortable as possible, asked permission when exiting the classroom or going to the toilet used English.

The students always request a permission to the teacher when the student exit the classroom. When the researcher was observing in the classroom, there was a student who would go to the toilet. Firstly he stood up and then said *"I asked permission to go to the toilet miss"*. Then the teacher answered "please". And when the student back to the classroom, he greeted *"assalamu'alaikum"*. It was a good attitude and good rules in the classroom.

"In the classroom there must be habituations for students, starting from small habits that must be applied such as always praying at the beginning of the lesson, arranging the class position as comfortable as possible, greeting students, asking about previous lessons and relating to the material to be discussed, and asking permission when leaving or go to the toilet".⁷³

c. Relationships

Relationship is really important to build a good relationship between teacher and students. A good teacher is a teacher who has a good relationship with their students. When a teacher have a good relationship with students, then students more readily accept the rules in the classroom. Without the foundation of a good relationship, students commonly resist the rules and procedures in the classroom because they didn't have emphaty and lose respect for their teacher. There are two types of relationship in the classroom: relationship among students and relationship teacher-students.

Firstly, relationship among students. The key to developing positive interpersonal relationships among students was to provide students with opportunities to connections with their classmates. Based on observation, the researcher discovered that the teacher used team-building activities that require small group to work and discuss a task successfully together. This activity encourages positive students

⁷³ Interviewed with the English teacher on July 20th 2020.

connections because they have had to work together to complete and succeed in the assignment. Secondly, the relationships between teacher and students. There were many different ways of communicating to students that the teacher cared both academically and personally about them. Based on teacher's interview, the teacher said,

"To build good relationship with students I use a personal approach, not only communication in the class, but also outside the classroom, motivating students to be enthusiastic about learning and when teaching and learning activities explain the material using simple language explanation that they understand. And to build good relationship between students, sometimes I used group activities so that students can discuss to solve a problem and do a task well together".⁷⁴

The teacher used a personal approach based on observation to build good relationships with the students, not only in the classroom. In the beginning of the lesson, the teacher motivated the students about the importance of learning English for the future. It aims to start a conversation while making students feel more enthusiastic to learning. During the lesson, the researcher saw the teacher sometimes gave some questions to the students to check the students' understanding about the material. Mrs. Maya said *"I memorized all my students' name, cause it was an attempt to close and make good relationship with students"*. The teacher also provided opportunities to ask her and practice speaking English for students who did not understand the material that related to the interviewed,

"At the beginning of my lesson, I often gave students the perception of motivation about the importance of learning English in the future and I also paid more attention, for example to know the names of students one by one because it was important."⁷⁵

d. Motivating Instruction

Engaging instruction that increase students' motivation and interest in learning. In this part, to implement the lesson, the teacher

⁷⁴ Interview with the teacher on July 27th 2020.

⁷⁵ Interviewed with the English teacher on July 20th 2020.

must have developed a clear instruction understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating instruction. All the instructions must be clear so that students did not confuse and understand well the instruction given. Based on the interview with the teacher, to achieve success in the learning process, the teacher has implemented three important stages, which were planning, implementing, and evaluating.

"There are three things that must be done to achieve success in learning, namely, planning, implementing and evaluating. The first thing I prepared learning administration which is one part of the task that must be done by a teacher apart from standing in front of the class. Making learning administration in addition aims to be able to carry out the duties in a more planned and organized manner. The second step is action in class, before carrying out the lessons in the classroom, firstly I organized the class, made the children as comfortable as possible with the arrangement of their seats, then start learning as planned in the lesson plans".⁷⁶

Based on observation in the classroom, the teacher sometimes used laptop, LCD and speaker when the teacher made games for students if they bored. The teacher also used whiteboard when the teacher presented the materials and also used package book or LKS depend on the material needed being taught. She used whiteboard to explain the material, give instruction and give examples of material. Besides that, teacher used worksheet that have been provided by the school (LKS) and she made it by herself when she was giving the task to the students in order to easier for students to understand.

During explain the material, teacher used mix language method. Firstly teacher explained by English, then teacher repeated and translated to Indonesian. It aims to train students to get used to using English and then translated to make it easier for students to understand when using English they didn't really understand. When the students

⁷⁶ Interviewed with the English teacher on July 20th 2020.

did not understand, the teacher would repeat it. The English teacher also gave reward by said “good/excellent” and gave big applause to students who dare to ask questions and practice the material given. This is aimed to motivate students, in order that the students more active in the learning process.

e. Discipline

Discipline is something that very crucial in everything, including in the learning process in the classroom. The key to success in doing something is discipline. Discipline is not just about punishment, but also about preventing and reacting to the problem of behavior in the classroom. Based on interviewed, to created discipline, in the beginning of the meeting lesson teacher made a learning contract with the students regarding simple rules that provide reward and consequence but do not burden students so that students can be discipline in the learning. The rules have been explained in the first component of classroom management.

Related to the observation, the teacher gave treatment or warn when there was a student who did not pay attention to the teacher’s instruction. The teacher called then came closer to the students who did not pay attention to the lesson or the students who disturb the other students. In addition, the teacher also disciplines in checking whose students brought a dictionary and who was not. There were special notes to the students who always bring it that can help improve students’ scores when they lacked in the exam.

"To form discipline in the classroom for students, at the beginning of the learning meeting I made a study contract with the students, a kind of simple rules in the classroom that were easy for the students to remember but not burdensome. I also always prepare the material before teaching, so students will be enthusiastic, besides that I also gave rewards and consequences to students. Rewards are given to students who are active in the classroom and consequences such as making assignments for students who absent and if there was students makes a fuss I usually call and came closer to the students, then ask them to

*explain the material being taught in front of the class to his friends”.*⁷⁷

2. The Challenges Faced By the Teacher in Creating Effective Classroom Management in English Language Teaching

In apply anything, there must be such a problem. The researcher would explain the question about the challenges faced by the teacher in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo. In apply effective classroom management, an challenge was a thing faced by the teacher that is reputed as an inhibitor in the activities that should be solved. After analyzing and based on interview with Mrs. Maya as the English teacher of SMP Al-Azhar Citangkolo, the researcher found some challenges in apply effective classroom management as follows:

a. The Facilitation in the Classroom

The facilities in the classroom of SMP Al-Azhar Citangkolo is comfortable enough. Based on an interview, the teacher mentioned that the first challenge was lack of school facilities. It was stated on the note of the research.

*“One of the challenge is school’s facilities. Such as air conditioning or a fan turn off which caused students did not comfortable in learning”.*⁷⁸

It proved, when the researcher did the observation, the fan in the class turned off. So when the air got hotter, the researcher saw the students looked a little uncomfortable in learning process. Then the teacher asked one of the student to open the window by said “*Nisa, please open the window*”, so that the environment felt better to learn.

b. Class Discipline

The second challenge in apply effective classroom management was the classic problem, the composure or discipline of the class. according to teacher’s interview,

⁷⁷ Interviewed with the English teacher on July 20 th 2020.

⁷⁸ Interviewed with the teacher on July 29th 2020

"Next problem is the basic Islamic boarding school where most of the students were boarding school students which sometimes make students less disciplined in class attendance, some students often come late for certain reasons such as queuing for baths, reciting the Qur'an, and other activities at the boarding school".⁷⁹

SMP Al-Azhar Citangkolo was a boarding school based. The school located in boarding school area. That was one of the factor some students feel relaxed to go to school because the distance between the boarding school and school was so close. But not all students were like that, many of them are diligent and on time entering the classroom. Other obstacle factor was the students talked to their friends when the teacher explain the materials. It disturb to the learning activity when the teacher told the material, the students do not attention to the teacher. The teacher also added,

"Children sometimes chat while I'm explaining the material, I usually got close to them, give them treatment, don't let them, then ask them to explain the material or do activities related to learning".⁸⁰

It means how to respect to the teacher when teacher presented in front of the class and the students talked with their friends when learning process. The teacher warned the students when they were disturbed by the teaching-learning process. The teacher also would give a punishment. The teacher punished them by using a treatment such as give the task in front of the class. The teacher never gave physical punishment to the students.

3. The Suitability of Teacher's Efforts with The Effective Classroom Management in English Language Teaching

After describing teacher's classroom management and the challenges faced by the teacher, can be seen the efforts of the teacher in creating the classroom management to become effective classroom management. Teachers always try to make the students comfortable and

⁷⁹ Interviewed with the teacher on July 29th 2020.

⁸⁰ Interviewed with the English teacher on July 29th 2020.

felt enjoy in learning process. It is also proven by the result of interview with the students who stated that most of them liked English and also the teaching method of the teacher. Based on interview, according to Rahma, one of the student VIIP class, she said *“Mrs. Maya is a good teacher, she is my favorit English teacher, if teaching is easy to understand, kind, discipline but easy going and she always make the students excited to learn English, that’s way I like English”*. Besaid that, some students also mentioned when interview that *“the teacher never got angry and gave physical punishment, all of his assignments were educational tasks to give us a better understanding of the lesson”*⁸¹

Suhailah, students of VIIP class of SMP AL-Azhar Citangkolo said that *“Mrs. Maya like a mom for the students, she always care and kind to the students not only in the classroom, so many students like her and the way she taught.”*⁸²

Effective classroom management is not only created by one party, but requires good cooperation from all parties, including teacher, students, classroom facilities and others. Most of the interview results were the answers from students, they gave a positive response to their learning and the English teacher. Teacher has done their obligation well, students have also carried out their duties as students well, and adequate facilities support the learning process to run well. All parties support each other to realize the results of the learning to be achieved.

D. Discussion

After describing the teacher’s efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo, the researcher found some research findings to answer the research questions. In general, it would be concluded in three discussions: 1). Teacher’s Efforts In Creating Effective Classroom Management in English Language Teaching, 2). The Challenges Faced By The Teacher in Creating Effective Classroom

⁸¹ Interviewed with the students on August 26th 2020.

⁸² Interviewed with the students on July 29th 2020.

Management in English Language Teaching, and 3). The Effective Classroom Management in English Language Teaching. The result findings could be classified as follows:

1. Teacher's Efforts in Creating Effective Classroom Management in English Language Teaching

In this part, the researcher discussed the teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo. The researcher conducted of Garret theory of effective classroom management into five components. There were physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

a) Physical Design of the Classroom

Teachers in special education should concern and proactive to develop their teaching methods and media development in order to build a meaningful classroom environment.⁸³ The first components of effective classroom management is the physical design of the classroom. One of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom.⁸⁴ According to observation, the teacher of VIIP class applied various seating arrangement depended on the related material and activity of the day. Based on the first observation, The teacher set the seating arrangement in orderly rows design when the teacher told and presented the material use the board or LCD projector. The arrangement depend on class size, number of students, type of chairs and tables in the classroom, goals of teaching, or type of activity to take place in the

⁸³ Maulani Anjani Sukirno and Agus Husein As Sabiq, *Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students*. Journal of Insania Vol. 25, No. 2, ISSN 1410-0053. (IAIN Purwokerto: 2020). p. 172.

⁸⁴ Garret Tracey. *Effective of Classroom Management*. (Columbia University: Teacher Collage, 2014), p. 13.

classroom.⁸⁵ Orderly rows imply teachers working with the whole class.⁸⁶ therefore, the teacher applied orderly rows to set the students' seating arrangement.

. In the learning process, usually the teacher asked the students to made pair group. Pair work and group work are possible even when the class is seated in orderly rows, students can work with people next to them or in front of them or behind them.⁸⁷ Garret also stated that the advantage of used orderly rows is easy for the teacher to move around and talk with individuals or with pairs. Therefore, the teacher applied orderly rows to set the students' seating arrangement.

In the second observation, the teacher arranged the students ' seat in separate table when she asked students to work in group discussion. This finding was support the theory of Harmer that separate table is useful arrangement for group learning and work. The tables and chairs that were close each other made it easier for students in the group to see each other and discussed together. Therefore, the teacher used separate table to set the students' seating arrangement. These indicated that the teacher of VIIP class of SMP Al-Azhar Citangkolo manage the seating arrangement in various ways depending on the lesson activities according to the material.

b) Rules and Routines

Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior.⁸⁸ Based on finding, the teacher applied some rules in the classroom as follows: not eating in the classroom, not talking alone when the teacher is

⁸⁵ Endang Fauziati, *Teaching English as a Foreign Language*. (Surakarta: Era Pustaka Utama, 2015), p. 83.

⁸⁶ Jeremy Harmer, *The practice of English Language Teaching*. (Harlow: Longman, 2001), p. 41.

⁸⁷ Jeremy Harmer, *The practice of English Language Teaching*, p. 42.

⁸⁸ Garret Tracey. *Effective of Classroom Management*. (Columbia University: Teacher Collage, 2014), p. 29.

explaining, paying attention to the teacher, not making noise, going to the class on time, doing assignments that have been given by the teacher, not absent more than three times and must brought a dictionary every meeting. All the rules that the teacher applied were very important things that must be applied in the classroom to creating effective classroom. There were some rules, it was hoped that it could made students more disciplined in the learning and the learning process would achieved the expected goals. Therefore, the teacher applied some rules in the classroom.

Creating a good classroom must start from good habits or routines. Routines are essential for the overall fluidity of the classroom. Garret states that most classroom have many different needed routines, and it is critical for teachers to work out what these will be.⁸⁹ Based on finding, there are some routines that student applied in the classroom. Among the routines : Among the routines are : always greeted when entered the classroom, always praying before starting lesson, always greeted students in the beginning so that the students felt enjoy, arranged and tidied up students' seats as comfortable as possible, asked permission when exit the classroom or going to the toilet used English.

c) Relationships

The third component of effective classroom management is developing caring relationship. Garret stated that the idea of developing caring relationships is often overlooked during conversations about classroom management.⁹⁰ When the teacher has a good relationship with the students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules procedures along with the consequent disciplinary actions. Based on finding, there were two types of relationship.

⁸⁹ Garret Tracey. *Effective of Classroom Management*, p. 34.

⁹⁰ Garret Tracey. *Effective of Classroom Management*. (Columbia University: Teacher Collage, 2014), p. 45.

1) Relationships among students

Relationships among the students in the classroom have a strong impact on classroom management.⁹¹ The key to developing positive interpersonal relationships among students was to provide students with opportunities to connections with their classmates. Based on finding the teacher used of team-building activities which require small group to worked and discussed together about a task successfully. This activity promote positive interconnections among students because they had to work together to finish and succeed the task. This activity promote positive interconnections because students need to work together to succeed.

To encourage relationship between students, the teacher arranged the students to work in group or practice in pairs. It is support the theory of Scrinever that teacher should encourage interaction between students rather than only between student than teacher, and teacher and students.⁹² Harmer also said that good teachers are able to flexible, using different class groupings for different activities. On the other hand, the interaction in teaching and learning process of VIIP class tend to went from students and teachers and the teacher and students. The teacher managed the learning activities mostly in lecturing method. She considered that lecturing is a good way in delivering the material especially in VIIP class. It was also stated by Haddad that lecturing is perhaps the oldest and still most commonly used teaching method, and it is the most often used for large classes.⁹³

2) Teacher-students relationships

⁹¹ Garret Tracey. *Effective of Classroom Management*, p. 50.

⁹² Jim Scrinever, *Learning Teaching: A Guidebook for English Language Teacher (2nd ed.)*, (Malaysia: Macmillan, 2005), p. 67.

⁹³ Caroline Haddad, *Practical Tips for Teaching Large Classes: A Teacher's Guide*, (Bangkok; UNESCO, 2006) , p. 77.

Based on finding, to build good relationship with students, the teacher used personal approach, not only communication in the class, but also outside the classroom, motivating students to be enthusiastic about learning and explain the material using simple language explanation that they understand. In the beginning of the lesson, the teacher motivated the students about the importance of learning English for the future. It aims to start a conversation while making students feel more enthusiastic to learning. During the lesson, the teacher sometimes gave some questions to draw the students' attention and to check the students' understanding. The teacher also gave opportunities for students who did not understand the material to ask the teacher. Teacher also said that she memorized all students because it was an attempt to close and make good relationship with students. It prove when the teacher checked students understanding and gave some questions to some students, the teacher called the name of student easily without looking at the attendance list.

d) Engaging and Motivating Instruction

The next component of effective classroom management was engaging and motivating instruction which using techniques that increase students' motivation and interest in learning. Garret stated that the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson.⁹⁴ To implement a lesson smoothly, teacher must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after lesson in order to implement an engaging and motivating lesson.

1) Plan for the necessary Material

⁹⁴ Garret Tracey. *Effective of Classroom Management*. (Columbia University: Teacher Collage, 2014), p. 63.

Based on finding, to achieve succeed in the learning process, the teacher has implemented three important stages, that were planning, implementing, and evaluating. Based on observation in the classroom, the teacher sometimes used laptop, LCD and speaker when the teacher made games. The teacher also used whiteboard and textbook when the teacher presented the materials. The teacher used it to explain the material, giving instruction and giving examples of material. Besides that, teacher used worksheet that have been provided by the school (LKS) and she made by herself when she was giving task to the students in order to more easier for students to understand.

2) Giving Instruction

Harmer stated that there are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical.⁹⁵ Based on finding, during explaining the material, teacher used mix language method. Firstly teacher explained by English, then teacher repeated and translated to Indonesian. It aims to train students to get used to using English and then translated to make it easier for students to understand when using English they didn't really understand. When the students did not understand, the teacher would repeat it. The English teacher also gave reward by said "good/excellent" and gave big applause to students who dare to ask questions and practice the material given. This is aimed to motivate students, in order that the students more active in learning process.

e) Discipline

The final component of effective classroom management was discipline. Discipline is something that very crucial in everything, including in the learning process in the classroom. The key to success in doing something is discipline. Discipline not only about punishment,

⁹⁵ Jeremy Harmer, *The practice of English Language Teaching*. (Harlow: Longman, 2001), p. 38.

discipline defined as both preventing and responding to behavior problem in the classroom. Based on finding, to create discipline, in the beginning of the meeting lesson teacher made a learning contract with the students regarding simple rules that provide reward and consequence but do not burden students so that students can be disciplined in the learning. The rules have been explained in the first component of classroom management.

The teacher gave a threatment or warn when there were student who did not pay attention to the teachers' instruction. The teacher called then came closer to the students who did not pay attention to the lesson or the students who disturb the other students. This finding support by Haddad's theory that to control students' behavior, a teacher should stand close by rather than far away.⁹⁶ It can be conclude that the teacher tried to overcome students' deviant behavior. In addition, the teacher also discipline in checking whose students brought a dictionary and who were not. There was special notes to the students who always brought it that can help improve students' scores when they lacked in exam.

2. The Challenges Faced By the Teacher in Creating Effective Classroom Management

Based on research finding, there were some challenges faced by the teacher when the teacher applied the classroom management in English language teaching at SMP Al-Azhar Citangkolo. The result finding could be classified as follows:

a. Facilitation in the classroom

Based on finding, the teacher mentioned that the first obstacle was lack of school facilities. It was stated on the note of the research. When the researcher doing the observation, the fan in the class turned off. So when the air got hotter, the researcher saw the students looked

⁹⁶ Caroline Haddad, *Practical Tips for Teaching Large Classes: A Teacher's Guide*, (Bangkok; UNESCO, 2006) , p. 43.

little uncomfortable in learning. Then the teacher asked one of the students to open the window by said “*Nisa, please open the window*”, so that the environment felt more better to learning.

b. Class Discipline

Based on finding, the second obstacle in applied effective classroom management was the classic problem, the composure or discipline of the class. SMP Al-Azhar Citangkolo was a boarding school based. The school located in boarding school area. That was one of the factor some students feel relaxed to go to school because the distance between the boarding school and school was so close. But not all students were like that, many of them are diligent and on time entering the classroom. Other obstacle factor was the students talked to their friends when the teacher explain the materials. It disturb to the learning activity when the teacher told the material, the students do not attention to the teacher. Thus the teacher came closer to the students who disturb the classroom. It support the theory of Garret that the teacher moves closer to the misbehaving students.⁹⁷ The teacher warned and also would gave a punishment. The teacher punished the students by using treatment such as gave task to practice the activity related to the material in front of the class. The teacher never gave physical punishment to the students but gave the educational punishment.

3. The Effective Classroom Management in English Language Teaching

Effective classroom management is not only created by one party but requires good cooperation from all parties, including teachers, students, classroom facilities, and others. The teacher has done their obligation well, students have also carried out their duties as students well, and adequate facilities support the learning process to run well. All parties support each other to realize the results to be achieved.

⁹⁷ Tracey Garret. *Effective of Classroom Management*. (Columbia University: Teacher Collage, 2014), p. 84.

Based on Garret⁹⁸ theory which stated that there are five components of effective classroom management that have been explained and described above, the teacher conducted the five components of effective classroom management which are: the physical design of the classroom that teacher used orderly rows and separate table, rules and routines that teacher made in the classroom, good relationships with the students, engaging and motivating instruction, and also discipline. The teacher was able to make the classroom atmosphere pleasant and made students felt comfortable in the classroom to study, so that the material conveyed was easy to understand and the goals of the learning itself are easy to achieve. Most interview results from the students, they gave a good responses to the teacher's efforts in creating effective classroom management. But no human is being perfect, sometimes teachers can also make mistakes, and that is human. The most important thing is how to always try and continue to improve, so that can be better than before.



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⁹⁸ Tracey Garret. *Effective of Classroom Management*, (Columbia University, 2014), p. 59.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

In this research, the researcher conducted the descriptive research in order to describe the teacher's efforts in creating effective classroom management in English language teaching at SMP Al-Azhar Citangkolo. This research was described and analyzed of teacher's efforts in creating effective classroom management in English language teaching, the challenges faced by the teacher in creating effective classroom management and the effective classroom management in English language teaching at SMP Al-Azhar Citangkolo.

Based on research finding and discussion, there were several points that can be concluded as following description. There were five components of effective classroom management proposed by Garret that applied by the teacher in English language teaching at SMP Al-Azhar Citangkolo. The five components were : physical design of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

The physical design of classroom, the teacher used two kind of seating arrangement; orderly rows when the teacher told and presented the material and used separate table when the teacher asked to the students to made small group discussion. This indicated that the teacher managed the seating arrangement in various ways depending on the lesson activities according to the material. In implementing rules, the teacher made some learning contract with the students in the beginning of meeting. There were some routines also that the teacher applied in the classroom. Rules and routines in the classroom was aimed to make the students more discipline and enjoy in the learning process so the goals of the teaching could be achieved. There were two types of relationships. Firstly, relationships among students, the teacher used of team-building activities which require small group discussion to work together to accomplish a task successfully. Secondly, teacher-students relationships, the teacher used personal approach to close to the students and

before the lesson started the teacher often gives the motivation for the students. This activity aimed to increase the students talk. In engaging and motivating instruction, the teacher used the material such as laptop and speaker when the teacher made games. The teacher also used whiteboard when the teacher presented the material. The teacher would ask to the students after the teacher told the material. When the teacher did not understand, the teacher would repeat it. The teacher also gave reward by said “good” and gave big applause.

To create discipline, the teacher tended to give treatment or warn when there were students who did not pay attention to the teacher’s instruction. The teacher called then came close to the students who did not pay attention to the lesson or the students who disturb the other students. There were some challenges faced by the teacher in creating effective classroom management, such as facilities of the classroom and class discipline. Based on the research, the researcher found the uniqueness of this research and did not find in another research, there were in the rules and routines that teacher applied in the classroom management. Based on the data of the research, researcher can conclude that overall the classroom management of VIIP class of SMP Al-Azhar Citangkolo is effective enough to support teaching and learning process.

B. The suggestions

After analyzing the data and making conclusion, the researcher has some suggestions for both teacher and students, in order to make the use classroom management applied keep going improvement. The researcher also has some suggestions to the readers and to the further researcher.

1. For the teachers

- a) Classroom management is the core and also ultimate goal of learning process. By applied effective classroom management, teaching and learning process would provide communication between students in the classroom and the method of learning process was appropriate with the lesson plan.

- b) By looking up to this research finding, hopefully it would help the teachers in applied effective classroom management. The most important was the teachers have to improve and develop their classroom management strategy.

2. For further researcher

This research study was about classroom management conducted by English teacher. This research draw a little of effective classroom management applied. It is expected that the other researcher that the result of this research can be used as additional source for them. Therefore, it is recommended to the next researcher who interested in classroom management applied and complete the imperfections of this research.

C. Closing Remark

All praise belong to Alloh SWT, Thanks to his grace and guidance so that the writer can finish writing undergraduate thesis entitled "Teacher's Efforts in Creating Effective Classroom Management in English Language Teaching at SMP Al-Azhar Citangkolo". Hope and prayer from the writer hopefully, this paper is useful for the writer herself and stakeholder relation to the implementation of teaching in general. The researcher realizes that this research is still far from being perfect. This is simply due to the limitation of intellectual ability that the researcher has. Therefore, the researcher expects the advice and criticism from the reader for the improvement of the upcoming work. Finally, hopefully this undergraduate thesis is one of good charity researchers who are beneficial to all readers. *Aamiin.*

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APPENDICES

IAIN PURWOKERTO

APPENDIX 1

FIELD NOTES

1. Hasil Observasi Pertama

Peneliti : Nuriatul Hikmah
Topik : Classroom Management
Hari/Tanggal : Senin, 27 Juli 2020
Tempat : Kelas VIIP
Sekolah : SMP Al-Azhar Citangkolo
Waktu Observasi : 09.00 – 09.40 WIB

a. Pendahuluan

- 1) Guru datang ke kelas VIIP pukul 09.00 WIB dengan menggunakan masker, begitupun semua siswa sudah duduk di dalam kelas dengan mengenakan masker.
- 2) Guru mengucapkan salam kepada siswa dan menyapa dengan menggunakan bahasa Inggris “Assalamu’alaikum, how are you today mu students?” lalu siswa menjawab serentak “I’m fine mom, and you?”.
- 3) Salah satu siswa memimpin kelas untuk berdo’a sebelum kelas dimulai.
- 4) Guru memeriksa kehadiran siswa dengan memanggil nama satu-persatu.
- 5) Siswa menjawab dengan menggunakan bahasa Inggris, jika (hadir/present, izin/permission/alfa/absent, sakit/sick).
- 6) Guru merapihkan tempat duduk siswa, karena kebetulan aktivitasnya adalah menjelaskan materi jadi guru menggunakan tipe model penataan bangku berbaris lurus seperti biasa. Dan sesuai anjuran protocol kesehatan, semua siswa duduk satu meja satu orang untuk menjaga jarak satu sama lain.
- 7) Guru memberikan sedikit motivasi kepada siswa untuk semangat belajar bahasa Inggris.

- 8) Guru memberitahu materi yang akan dipelajari secara singkat dan menanyakan sedikit tentang pelajaran pertemuan sebelumnya untuk menghubungkan dengan materi yang akan dipelajari.
- 9) Guru memancing siswa yang berkaitan dengan materi “If we meet someone, what will we do” kemudian diterjemahkan ke dalam bahasa Indonesia untuk memudahkan siswa dalam menangkap apa yang dimaksud.

b. Inti

- 1) Guru meminta siswa untuk mengeluarkan kamus di atas meja.
- 2) Guru meminta siswa untuk membuka dan membaca buku paket terkait materi “introduction” sembari menuliskan materi di papan tulis untuk memudahkan siswa dalam memahami berupa dialog tentang introduction.
- 10) Guru meminta siswa untuk memperhatikan ke depan dan menirukan apa yang di katakan dengan mengucapkan “repeat after me” dan sesekali meminta siswa untuk membacanya lebih keras “speak loudly please”
- 11) Siswa serentak menirukan apa yang diucapkan guru terkait materi introduction.
- 12) Guru dan siswa bergantian membaca dialog di papan tulis.
- 13) Sesekali guru menunjuk salah satu siswa untuk membacanya dengan lantang dan mempraktekannya.
- 14) Guru mengajak siswa untuk berlatih dengan teman sebangkunya sampai lancar dan mengundang salah satu dari mereka untuk maju ke depan dan mempraktekkan.
- 15) Guru meminta siswa untuk menulis materi di papan tulis dan memberi kesempatan kepada siswa untuk bertanya.
- 16) Siswa menulis dengan tertib dan guru keliling kelas untuk mengecek pekerjaan siswa.

c. Penutup

- 1) Guru mereview sedikit materi yang telah dipelajari.

- 2) Guru memberikan tugas kepada siswa untuk membaca halaman selanjutnya.
- 3) Guru dan siswa bernyanyi bersama sebelum mengakhiri pembelajaran.
- 4) Guru meminta siswa untuk berdo'a terlebih dahulu.
- 5) Guru menutup pembelajaran dengan mengucapkan salam.

2. Hasil Observasi Kedua

Peneliti : Nuriatul Hikmah
Topik : Classroom Management
Hari/Tanggal : Rabu, 05 Agustus 2020
Tempat : VIIP
Waktu Observasi : 08.00 – 40.00 WIB

a. Pendahuluan

- 1) Guru datang ke kelas VIIP pukul 08.00 WIB dengan menggunakan masker, begitupun semua siswa sudah duduk di dalam kelas dengan mengenakan masker dan duduk berjarak sesuai protocol kesehatan.
- 2) Guru mengucapkan salam kepada siswa dan menyapa dengan menggunakan bahasa Inggris "Assalamu'alaikum, how are you today mu students?" lalu siswa menjawab serentak "I'm fine mom, and you?".
- 3) Salah satu siswa memimpin kelas untuk berdo'a sebelum pembelajaran dimulai.
- 4) Guru memeriksa kehadiran siswa dengan memanggil nama satu-persatu.
- 5) Siswa menjawab dengan menggunakan bahasa Inggris, jika (hadir/present, izin/permission/alfa/absent, sakit/sick).
- 6) Guru merapihkan tempat duduk siswa, karena kebetulan aktivitasnya adalah berdiskusi kelompok, jadi guru menggunakan tipe model penataan bangku "separate tables". Siswa berkelompok tetap mematuhi protocol kesehatan.

b. Inti

- 1) Guru memberikan kertas yang berisi tugas untuk masing-masing kelompok dan meminta siswa untuk berdiskusi memecahkan masalah menjawab soal yang diberikan.
- 2) Guru memberi waktu 15 menit kepada siswa untuk berdiskusi.
- 3) Guru berkeliling mengecek pekerjaan siswa dan memberi kesempatan kepada siswa untuk bertanya, dan ada salah satu siswa yang bertanya kemudian guru mendekati dan menjawab pertanyaannya.
- 4) Siswa terlihat rapih dan antusias dalam berkelompok secara teratur.
- 7) Karena waktunya sangat singkat disaat pandemi, guru bertanya kepada siswa “are you finish” kemudian dengan guru meminta siswa untuk mengumpulkan hasil diskusi dan akan dipresentasikan pertemuan selanjutnya.

c. Penutup

- 1) Guru menanyakan bagaimana aktivitas yang telah dilakukan hari ini kepada siswa.
- 2) Guru meminta siswa untuk menyiapkan pertemuan selanjutnya untuk mempresentasikan hasil diskusi.
- 3) Guru dan siswa berdo'a bersama sebelum kelas ditutup.
- 4) Guru menutup kelas dan mengucapkan salam “wassalamu'alaikum wr,wb, see you next meeting”.

APPENDIX 2

Panduan Wawancara Untuk Guru

1. Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Azhar Citangkolo?
2. Berikan pendapat ibu tentang manajemen kelas yang efektif itu seperti apa?
3. Bagaimana manajemen kelas yang ibu terapkan dalam pembelajaran bahasa Inggris di SMP Al-Azhar Citangkolo?
4. Apa saja usaha-usaha guru dalam menciptakan manajemen kelas yang efektif dalam pembelajaran bahasa Inggris?
5. Hambatan apa saja yang sering ditemui dalam proses pembelajaran?
6. Adakah kontrak belajar yang ibu buat bersama dengan siswa di dalam kelas? Jelaskan.
7. Apakah ibu menyebutkan tujuan pembelajaran serta manfaat yang diperoleh siswa dengan mempelajari materi tersebut di awal pembelajaran?
8. Bagaimana cara ibu untuk menarik perhatian siswa agar mereka mau memperhatikan pelajaran?
9. Bagaimana cara ibu untuk membuat siswa mau berbicara bahasa Inggris?
10. Apa yang ibu lakukan ketika siswa membuat kegaduhan di kelas?
11. Apa saja bentuk assessment yang digunakan untuk mengukur kemampuan siswa.

APPENDIX 3

Panduan Wawancara Untuk Siswa

1. Apakah kamu menyukai pelajaran bahasa Inggris? apa yang membuat kamu suka?
2. Bagaimana pendapatmu tentang guru bahasa Inggris ?
3. Apakah ada semacam peraturan yang dibuat bersama di dalam kelas? Jelaskan jika ada.
4. Apakah kamu mematuhi peraturan tersebut? Mengapa?
5. Apakah yang kamu lakukan ketika tidak memahami materi yang disampaikan oleh guru?
6. Apakah kamu selalu mengerjakan tugas yang diberikan oleh guru?
7. Dalam pembelajaran di kelas, biasanya ada yang ribut tidak? Kalo ada yang bikin ribut biasanya bagaimana?
8. Menurut kamu, bagaimana proses pembelajaran bahasa inggris di dalam kelas? Apakah menyenangkan, penuh arti, atau bagaimana? Jelaskan.
9. Aktivitas atau kegiatan apa saja yang biasanya dilakukan dalam pembelajaran bahasa Inggris?
10. Kesulitan apa saja yang dialami selama proses pembelajaran?

IAIN PURWOKERTO

APPENDIX 4

Interview Result with The Teacher

| | |
|--------------|----------------------------|
| Hari/Tanggal | : Senin, 19 Juli 2020 |
| Narasumber | : Maya Ulfah Effendy S.Pd. |
| Pewawancara | : Nuriatul Hikmah |
| Tempat | : SMP Al-Azhar Citangkolo |

1. Proses pembelajaran bahasa Inggris di SMP Al-Azhar Citangkolo

Konfirmasi Jawaban:

Melakukan semua apa yang tertulis di RPP. Melakukan pendahuluan, diantaranya : mengucapkan salam, menyapa siswa, memeriksa kehadiran, memberikan motivasi siswa, menyampaikan tujuan pembelajaran yang akan dipelajari, mengajukan pertanyaan yang ada keterkaitannya dengan materi pertemuan sebelumnya dengan menghubungkan materi yang akan dipelajari, kemudian melakukan kegiatan inti, dan penutup.

2. Pendapat tentang manajemen kelas yang efektif

Konfirmasi Jawaban:

Pengelolaan kelas yang efektif menurut saya adalah yang tidak hanya menyangkut pada pengelolaan administrasi pembelajaran, tetapi juga bisa menciptakan suasana kelas yang kondusif dan menyenangkan sehingga tujuan pembelajaran bisa tercapai, itu intinya.

3. Manajemen kelas yang diterapkan

Konfirmasi Jawaban:

Ada tiga hal yaitu, merencanakan, melaksanakan dan mengevaluasi.

Hal pertama yang saya lakukan adalah menyiapkan administrasi pembelajaran yang merupakan salah satu bagian dari tugas yang harus dilakukan seorang guru selain aksi di depan kelas. Langkah kedua yaitu aksi di kelas, sebelum melaksanakan pembelajaran di kelas terlebih dahulu saya mengondisikan suasana kelas, buat anak nyaman mungkin dengan tatanan bangku mereka, menyapa siswa, memotivasi siswa lalu ketika siswa sudah terlihat siap menerima pelajaran baru saya memulai pembelajaran seperti yang sudah terencana di RPP. Dan yang terakhir adalah evaluasi dari pembelajaran yang telah dilakukan.

4. Usaha-usaha guru dalam menciptakan manajemen kelas yang efektif

Konfirmasi Jawaban:

Melakukan manajemen kelas dengan mengelola kelas nyaman mungkin diantaranya dengan merubah posisi tempat duduk siswa sesuai dengan aktivitas yang akan dilakukan, pembelajaran outdoor jika siswa terlihat jenuh didalam kelas, selalu memberikan apersepsi berupa motivasi kepada siswa agar selalu bersemangat belajar bahasa Inggris, menciptakan suasana kelas yang menyenangkan dengan tambahan games untuk menambah antusias siswa dalam proses pembelajaran.

5. Hambatan yang sering ditemui dalam proses pembelajaran

Konfirmasi Jawaban:

Kurangnya fasilitas sekolah diantaranya AC dan kipas angin yang macet, sehingga anak merasa gerah dan kurang nyaman dalam belajar. Selain itu basic pesantren membuat siswa kurang disiplin dalam kehadiran di kelas, sering datang terlambat dengan alasan tertentu yang menyangkut kegiatan kepesantrenan.

6. Kontrak belajar/ aturan yang dibuat di dalam kelas

Konfirmasi Jawaban:

Di awal pembelajaran saya membuat kontrak belajar dengan siswa semacam aturan di dalam kelas seperti: tidak boleh makan di dalam kelas, membawa kamus setiap pelajaran, masuk kelas tepat waktu, memperhatikan guru ketika sedang menjelaskan, bila membuat kegaduhan harus menjelaskan kembali penjelasan guru, kehadiran lebih dari 3x absen harus membuat karya berupa produk yang ditentukan terkait tema, contoh dia melewati materi greeting card, siswa yg bolos harus membuat karya greeting card dan membacakannya di depan kelas, dan penambahan tugas lainnya yang sifatnya untuk mendidik bukan untuk menghukum.

7. Menyebutkan tujuan pembelajaran yang akan dilakukan

Konfirmasi Jawaban:

Iya di awal pembelajaran saya menyampaikan kepada siswa.

8. Cara untuk menarik perhatian siswa untuk belajar

Konfirmasi Jawaban:

Berpenampilan menarik, berbicara dan menyampaikan materi dengan jelas dan keras, percaya diri.

9. Cara untuk membuat siswa berbicara bahasa Inggris di kelas

Konfirmasi Jawaban:

Memberikan motivasi akan beratnya tantangan dimasa depan tanpa keterampilan khususnya keterampilan berbahasa inggris dan betapa pentingnya bahasa Inggris sebagai bahasa Internasional dunia.

10. Hal yang dilakukan ketika siswa membuat kegaduhan di kelas

Konfirmasi Jawaban:

Mendekati siswa tersebut dan memberikan pertanyaan terkait materi yang telah disampaikan atau menjelaskan kembali materi yang telah disampaikan.

11. Bentuk assessment yang digunakan untuk mengukur kemampuan siswa

Konfirmasi Jawaban:

- Penilaian tertulis
- Oral test
- Penilaian kinerja
- Penilaian produk
- Penilaian sikap



APPENDIX 5

Interview Result with The Students

Hari/Tanggal : 19-29 Juli 2020
Narasumber : 7 Orang Siswa
Pewawancara : Nuriatul Hikmah
Tempat : SMP Al-Azhar Citangkolo

1. Konfirmasi kesukaan mata pelajaran Bahasa Inggris:

Fahri : Suka.
Nabilah : Lumayan suka.
Anggun : Suka, walaupun kadang ada yang ngga fahamm
Chika : Tidak terlalu suka.
Sekar : Suka.
Rahma : Pengin suka bahasa Inggris.
Achmad : Ngga suka, tapi suka gurunya.

2. Konfirmasi pendapat tentang guru bahasa Inggris:

Fahri : Baik dan mudengin.
Nabilah : Menyenangkan.
Anggun : Baik, sabar, telaten.
Chika : Asik dan baik.
Sekar : Kalo ngajar mudengin dan sabar.
Rahma : Baik, mudengin, asik, perhatian ke siswa dan ngga galak.
Achmad : Cantik dan disiplin.

3. Konfirmasi peraturan yang dibuat di dalam kelas dan contohnya

Fahri : Iya ada, harus disiplin dan mengucapkan salam ketika masuk kelas atau keluar kelas.
Nabilah : Ada, harus mendengarkan guru ketika sedang menjelaskan, izin menggunakan bahasa Inggris ketika ke toilet.

Anggun : Ada, harus bawa kamus setiap pelajaran bahasa Inggris.
Chika : Ada, harus meminta izin dan mengucapkan salam ketika keluar masuk kelas.
Sekar : Iya, ada maksimal bolos 3x. Kalo lebih ada hukumannya.
Rahma : Ada, membawa kamus.
Achmad : Ada, kalo bolos atau tidak mengerjakan tugas disuruh membuat sesuatu yang berkaitan dengan materi.

4. Konfirmasi mematuhi peraturan/tidak:

Fahri : Mematuhi.
Nabila : Iya, patuh.
Anggun : Selalu mematuhi.
Chika : Patuh karena untuk kebaikan bersama.
Sekar : Patuh karena ingin bisa.
Rahma : Berusaha selalu patuh.
Achmad : Terkadang lupa ngga bawa kamus.

5. Konfirmasi kesulitan yang di alami dalam pembelajaran:

Fahri : Tidak tahu artinya.
Nabilah : Kurang faham grammarnya.
Anggun : Belum lancar pengucapannya.
Chika : Kadang bingung gimana cara ngucapinnya.
Sekar : Tulisan dan pengucapan yang berbeda.
Rahma : Pronunciation.
Achmad : Kurang kosa kata.

6. Konfirmasi hal yang dilakukan ketika tidak memahami materi:

Fahri : Bertanya ke temen sebangku.
Nabilah : Bertanya ke guru.
Anggun : Tanya ke temen yang sekiranya bisa bantu.
Chika : Belajar bersama temen-temen di pondok.
Sekar : Tanya ke bu guru.
Rahma : Terkadang dibaca lagi materinya, kalo belum paham juga tanya ke bu guru.

Achmad : Kadang diam, kadang Tanya.

7. Konfirmasi berani/tidak berbicara bahasa Inggris di kelas:

Fahri : Tergantung kadang berani kadang gatau mau ngomong apa.

Nabilah : Berani.

Anggun : Berani tapi ada yang bingung artinya.

Chika : Mencoba berani karena kalo salah akan dikasih tau bu guru.

Sekar : Kurang PD karena banyak kosa kata yang belum tau artinya.

Rahma : Berani dan suka pake bahasa Inggris kalo izin keluar.

Achmad : Bingung artinya.

8. Konfirmasi mengerjakan tugas guru:

Fahri : Mengerjakan.

Nabilah : Selalu mengerjakan.

Anggun : Ngerjain.

Chika : Iya.

Sekar : Iya, ngerjain bareng temen.

Rahma : Mengerjakan selalu dong.

Achmad : Mengerjakan, tapi pernah lupa belum ngerjain PR.

9. Konfirmasi jika ada siswa yang membuat kegaduhan di kelas:

Fahri : Kadang ada, biasanya ditegur guru.

Nabilah : Jarang, kebanyakan diam dan mendengarkan guru di dalam kelas.

Anggun : Jarang sih, kalopun ada paling cuma berisik sedikit kemudian ditegur guru.

Chika : Kalo ada paling mejanya di datangi guru dan diminta untuk menjelaskan materi yang disampaikan.

Sekar : Ditanya ada apa oleh guru kemudian disuruh memperhatikan lagi dan jangan mengganggu yang lain.

Rahma : Ditanya guru mengenai materi yang sudah disampaikan, apakah sudah faham.

Achmad : Kadang ada, dan disuruh menjelaskan atau praktek di depan kelas.

10. Konfirmasi kegiatan/aktivitas di dalam kelas:

Fahri : Biasanya ada permainan kalo lagi jenuh.

Nabilah : Belajar kelompok dan menjelaskan.

Anggun : Berdiskusi bersama teman sebangku.

Chika : Praktek bersama teman sebangku atau berkelompok.

Sekar : Berkelompok.

Rahma : Berdiskusi mengerjakan tugas.

Achmad : Kerja kelompok dan berdiskusi.



IAIN PURWOKERTO

APPENDIX 6

LIST OF VIIP CLASS (PRESTASI)

| NO. | NAMES | GENDER |
|------------|--------------------------|---------------|
| 1 | Achmad Masyauqillah | Male |
| 2 | Ainun Nahzatul A. | Female |
| 3 | Amira Nur Khania Manar | Female |
| 4 | Ana Sivahul Husna | Female |
| 5 | Anggun Diana Putri | Female |
| 6 | Audina Wulan Ramadhan | Female |
| 7 | Chika Keyla Yolanda | Female |
| 8 | Dalfa Ajmi Amanah | Female |
| 9 | Dini Ahirul Destianti | Female |
| 10 | Diya Ulhaqqisulaiman | Female |
| 11 | Elyta Septiara | Female |
| 12 | Fahri Sohil Munawar | Male |
| 13 | Farida Ulfin Nurani | Female |
| 14 | Firda Nur Jauzah | Female |
| 15 | Iffah Su'ud | Female |
| 16 | Ismatul Fadillah | Female |
| 17 | Istamala Husna Maulida | Female |
| 18 | Khaezar Devegan | Male |
| 19 | Khanza Griselda Faustina | Female |

| | | |
|----|---------------------------|--------|
| 20 | Masrohan | Male |
| 21 | Nabillah Nur Ilmiah | Female |
| 22 | Nanda Nadzifatuzzahra | Female |
| 23 | Naurah Sari Artifa | Female |
| 24 | Nena Silviana | Female |
| 25 | Rahma Aulia | Female |
| 26 | Rina Zakiah | Female |
| 27 | Sekar Alisya Khoerun Nisa | Female |
| 28 | Shelli Zizah Anjani | Female |
| 29 | Siti Safinatun Azzahra | Female |
| 30 | Suhailah | Male |
| 31 | Syafia Aulia Najma | Female |
| 32 | Syifa Aulia Tarlita | Female |



IAIN PURWOKERTO

APPENDIX 7

Documentation

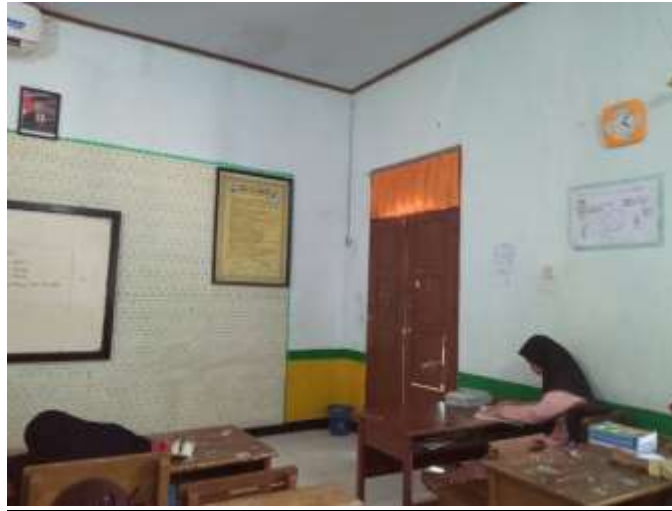




Wawancara dengan beberapa siswa SMP Al-Azhar Citangkolo

IAIN DIPONEGORO





Suasana ruang kelas yang memadai dan nyaman untuk belajar, terdapat LCD Proyektor, white board, speaker, AC, Lemari siswa, alat kebersihan, air minum galon, dan beberapa karya tulis siswa tentang motivasi, gambaran dan kosa kata bahasa Inggris, dll.





Proses pembelajaran di dalam kelas.



Wawancara dengan Mrs. Maya Ulfah Effendy selaku guru bahasa Inggris di kelas VIII.



Berbincang-bincang dan menggali beberapa informasi terkait penelitian dengan guru kesiswaan dan beberapa guru yang ada di depan kantor ketika akan melakukan observasi.





Gedung dan halaman sekolah SMP Al-Azhar Citangkolo.

IAIN PURWOKERTO

APPENDIX 8

SURAT IZIN RISET INDIVIDUAL



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iaipurwokerto.ac.id



Nomor : B-655.a/In.17/WD.IFTIK/PP.009/VII/20
Lamp. : --
Hal : Permohonan Ijin Riset Individual

Purwokerto, 23 Juli 2020

Kepada Yth.
Kepala SMP Al-Azhar
Citangkolo
di Langensari

Assalamu'alaikum wr. wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin riset kepada mahasiswa kami sebagai berikut :

1. Nama : Nuriatul Hikmah
2. NIM : 1617404037
3. Semester : 8 (delapan)
4. Jurusan/prodi : Tadris/ TBI
5. Alamat : Baregweg, Rt 06/02, Lakbok, Ciamis
6. Judul : Teacher's Efforts In Creating Effective Classroom Management In English Language Teaching at SMP Al-Azhar Citangkolo

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Teacher's Efforts In Creating Effective Classroom Management In English Language Teaching
2. Tempat/lokasi : SMP Al-Azhar Citangkolo
3. Tanggal Riset : 27 Juli 2020 - 29 September 2020
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

An. Dekan
Wakil Dekan Bidang Akademik



Dr. SUSENA, M.A.
NIP. 019750717 199903 1001

APPENDIX 9

DATA SARANA DAN PRASARANA SEKOLAH



YAYASAN PPMAC
SMP AL-AZHAR CITANGKOLO

Status: Terakreditasi A (Unggul)

Sekolah Standar Nasional (SSN)

Nomor : 423/9795-Setdisdik, 21 Desember 2015

Jalan Pesantren No. 02 Citangkolo Kujangsari Langensari Kota Banjar 46324 Telp. (0265) 2730505

e-mail: smpalazharbanjar@gmail.com web : smpalazhar.sch.id NPSN : 20225274

DATA SEKOLAH

A. Sarana dan Prasarana

Sarana dan prasarana sekolah yang dimiliki dan yang belum dimiliki adalah sbb:

| NO. | JENIS SARPRAS | YANG DIBUTUHKAN | YANG DIMILIKI | YANG BELUM DIMILIKI | KET. |
|-----|------------------|-----------------|---------------|---------------------|------|
| 1 | R. Kelas | 15 | 15 | - | - |
| 2 | R.Guru | 1 | 1 | - | - |
| 3 | R.Kep.Sekolah | 1 | 1 | - | - |
| 4 | R.TU | 1 | 1 | - | - |
| 5 | R.Perpustakaan | 1 | 1 | - | - |
| 6 | R.Lab.IPA | 1 | 1 | - | - |
| 7 | R.Lab.Bahasa | - | - | 1 | - |
| 8 | R.Lab.Komputer | 1 | 1 | - | - |
| 9 | R.Multi Media | - | - | 1 | - |
| 10 | R.Keterampilan | 1 | 1 | - | - |
| 11 | R.Masjid | 1 | 1 | - | - |
| 12 | R.WC/Km.Mandi | 15 | 10 | 5 | - |
| 13 | R.BP/BK | 1 | 1 | - | - |
| 14 | R.OSIS/Pramuka | 1 | 1 | - | - |
| 15 | R.UKS/PMR | 1 | 1 | - | - |
| 16 | Kantin Sekolah | 1 | 1 | - | - |
| 17 | Lapang Olah raga | 1 | 1 | - | - |

| | | | | | |
|----|--------------------|---|---|---|---|
| 18 | Lapang Upacara | 1 | 1 | - | - |
| 19 | Lah.Rekreasi | 1 | - | 1 | - |
| 20 | Ruang Keterampilan | 1 | 1 | - | - |



APPENDIX 10

DAFTAR GURU SMP AL-AZHAR CITANGKOLO

| No. | Nama Guru dan Karyaannya | L/P | Bidang Study yang di ampu | Jabatan |
|-----|--------------------------------------|-----|--|-----------------------|
| 1 | Hj. N. Musidah, M.Pd.I | P | - | Kepala Sekolah |
| | NUPTK: 6434741643210011 | | | |
| 2 | K.Dakir | L | Qur'an Hadits | |
| | NUPTK : 6254735636200003 | | | |
| 3 | Miftahudin, S.Ag | L | Pendidikan Agama Islam dan Budi Pekerti | Waka umum |
| | NUPTK : 8837750654200002 | | | |
| 4 | Sawiah Atmanegara, S.Pd. | P | Bahasa Indonesia | |
| | NUPTK : 8744760662300032 | | | |
| 5 | Ummu Azizah, S.Pd.I | P | BP/BK | |
| | NUPTK : 7736760663300002 | | | |
| 6 | Agus Suprpto, S.Pd. | L | Bahasa Sunda | Waka Sarpras |
| | NUPTK : 9139760662200013 | | | |
| 7 | Maya Ulfah Effendy, S.Pd., M.Pd.I | P | Bahasa Inggris | |
| | NUPTK : 0459760661300052 | | | |
| 8 | Muh. Kholil Diaulloh, S.Sy. | L | PPKn | Waka Kurikulum |
| | NUPTK : 4448760660200002 | | | |
| 9 | Rubiyarti, S.Pd. | P | Matematika | |
| | NUPTK : 5553765666300012 | | | |
| 10 | Ika Nursopiatun, SE | P | Ilmu Pengetahuan Sosial | |
| | NUPTK: 3661757659300042 | | | |
| 11 | Munaji, S.Sy | P | Prakarya | Kepala TU |
| | NUPTK: 3137765668200003 | | | |
| 12 | Mahmud Fatihan, S.kep, Ners | L | Ilmu Pengetahuan Alam | Pembina Pramuka PA |
| | NUPTK: 0537762665200012 | | | |
| 13 | Barkah Al Amin, S.Kom | L | TIK | |
| | NUPTK: 7436767668200012 | | | |
| 14 | Muhamad Bakir, S.Pd.I | L | SKI | Operator |
| | NUPTK: 7146764664200003 | | | |
| 15 | Tuti Rusmiati, S.Pd. | P | Penjaskes | Pembina Pramuka PI |
| | NUPTK: 7744756658300032 | | | |
| 16 | Khobir Rahmatulloh, S.Pd.I | L | Qur'an Hadits | |
| | NUPTK: 3342766667120003 | | | |

| No. | Nama Guru dan Karyaannya | L/P | Bidang Study yang di ampu | Jabatan |
|-----|---|-----|--|-------------------------|
| 17 | Umy Masykuroh, S.Pd.I NUPTK: 2457767669220002 | p | Aqidah Akhlak | Staf TU |
| | Agung Hermawan, S.Pd. NUPTK: 2345765667120003 | | PPKn | |
| 19 | Maftuhin, S.Pd.I NUPTK: 5460759661300110 | L | Aswaja | |
| | lim Sukimah, S.Pd. NUPTK: 0652767668220012 | | Bahasa Indonesia | |
| 21 | Nena Rukaenah, S.Pd. NUPTK: 0244765667220003 | p | Bahasa Indonesia | Pembina PMR |
| | Titin Fitriyani, S.Pd. NUPTK: 0339766668220013 | | Bahasa Inggris | |
| 23 | Laeli Rizkiani, S.Pd.I NUPTK: 8140767669220003 | p | Aqidah Akhlak | |
| | Khoeriyah, S.Pd. NUPTK: | | BP/BK | |
| 25 | Munasiroh, S.Pd.I NUPTK: 6536755657210062 | p | Pendidikan Agama Islam dan Budi Pekerti | |
| | Eulis Siti Fatimah, S.Pd. NUPTK: | | Ilmu Pengetahuan Alam | Pembina OSIS |
| 27 | Windani Iswanti, S.Pd NUPTK : - | p | Ilmu Pengetahuan Sosial | |
| 28 | Herlina Anggraeni, S.Pd NUPTK : - | p | Bahasa Indonesia | Kepala Perustakaan |
| | Ening Rohimah, S.Pd. NUPTK: | | Ilmu Pengetahuan Alam | |
| 30 | Siti Nurbaya, S.Pd. NUPTK: | p | Matematika | |
| | Erna Suprapti, S.Pd. NUPTK: | | Bahasa Inggris | Staf TU |
| 32 | Fahru Sa'adudin, S.Pd. NUPTK: | L | Penjaskes | |
| | Dewi Indriani, S.Pd. NUPTK: | | PPKn dan SBK | LPetugas Perustakaan |
| 34 | Dina Karina, S.Pd. NUPTK: | p | Matematika | |
| | Ma'la Maesaroh, S.Pd.I NUPTK: | | p | Tahfidz |
| 36 | Zakiah, S.Pd. NUPTK: | p | SBK | Staf TU |
| | Ade Heru Hariyanto, S.Pd. NUPTK: | | L | |
| 38 | Anis Satul Karimah, S.Pd.I NUPTK: | p | Prakarya | |