TEACHER'S CLASSROOM MANAGEMENT IN ENGLISH TEACHING CLASSROOM AT GRADE XII OF THE CULINARY MAJOR IN SMK CITRA BANGSA MANDIRI PURWOKERTO, BANYUMAS

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

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2024

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, **"Teacher's Classroom Management in English Teaching Classroom at Grade XII of the Culinary Major in SMK Citra Bangsa Purwokerto, Banyumas"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor's degree).

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

“Who is patient, he will be lucky.”

“When there is a will, there is a way.”

DEDICATION

I dedicate the thesis to:

My beloved parents and all of my family

All of my teachers and lecturers who taught me,

My beloved friends who have been supporting me to finish this thesis, and

All readers who have taken the time to read this thesis.

PREFACE

In the name of Allah, the most merciful and the most graceful. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled "Teacher's Classroom Management in English Teaching Classroom at Grade XII of the Culinary Major at SMK Citra Bangsa Mandiri Purwokerto, Banyumas" could be completed.

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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.

Purwokerto, 4 Oktober 2024
The researcher,

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TEACHER'S CLASSROOM MANAGEMENT IN ENGLISH TEACHING CLASSROOM AT GRADE XII OF THE CULINARY MAJOR IN SMK CITRA BANGSA MANDIRI PURWOKERTO, BANYUMAS

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Abstract: Through the implementation of teacher's classroom management in English teaching classroom, teachers not only mitigate disruptions but also enhance the utilization of instructional time, thereby optimizing avenues for student learning and advancement. This study focused on the teacher's classroom management in English teaching classroom at grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas, to facilitate learning according to the established learning plan. This study used a qualitative approach, collecting data through observations, interviews, and document analysis. The data was analyzed through processes of data reduction, representation, and verification. The participants in this study included one English teacher and ten twelfth-grade of Culinary Major students. The observations were conducted in each English lesson over 8 sessions in the twelfth-grade Culinary Classes at SMK Citra Bangsa Mandiri Purwokerto, Banyumas which had two classes, each class allowed the researcher 4 opportunities to conduct observations. The research findings indicated that the teacher's classroom management in English teaching classroom employed by teacher were well developed for the learning. Those teacher's classroom management in English teaching classroom were classified into four categories, those are: (1) Get the students in (greeting, seating, and starting), (2) Get on with it (content, manner, rules, and routines), (3) Get on with the students (who is who, group process, and creative adaption, and (4) Get the students out (conclusion, positive suggestion, and relationship).

Keywords: *Teacher's Classroom management, English Teaching Classroom, Culinary Major.*

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study. It explains about teacher's classroom management in English teaching classroom, it is aimed to building effectiveness in learning. The next discussions are about the conceptual definition, the research problem formulation, and finally the object and subject in this study.

A. Background of the Study

Education is a process of improving the quality of knowledge for everyone, education can be obtained anywhere depending on whether the person wants or does not seek or receive any existing education. Education is not only in school but also outside of school someone can get an education. In school, someone gets formal education and structure through programs that have been arranged at the school, while outside school someone gets an education through both parents and social interaction in their environment, depending on the person who runs it.

Education today lies in teachers who are the main actors or facilitators of the material that will be delivered to students (Rahmawati and Suryadi, 2019). When the teacher acted as a facilitator, students tended to follow the teacher's instructions, which helped prevent the learning process from becoming disorganized. The teacher, as a facilitator, also need to understand students' situation and needs. When students ask for games to be held, teachers must also consider what will happen if the games are held. The most important thing is that the learning objectives are achieved, and students do not feel bored when learning takes place.

Indonesia has a diverse educational system, encompassing various levels of schooling, including kindergarten, elementary school, junior high school, senior high school, and vocational high school (Shaturaev, 2021). Vocational High School (SMK) is a type of secondary education designed to develop students' skills and competencies for specialized professions.

Vocational High School (SMK) is one of the formal institutions providing vocational education at the secondary level, following Junior High School (SMP) or their equivalents. At the secondary level, institutions offering vocational education may be referred to as Vocational High Schools (SMK) or Vocational Madrasah Aliyah (MAK), or similar equivalents (National Education Law No. 20 of 2003).

Vocational High Schools (SMK) provide a range of specialized vocational programs designed to meet the demands of the labor market. One such program is the Culinary Major, which focuses on equipping students with the practical skills and theoretical knowledge required in the culinary field. The curriculum typically includes comprehensive training in food preparation techniques, nutrition, food safety protocols, menu development, and the fundamentals of restaurant management. This program is structured to prepare students for careers in the food industry (Pawestri and Fajria, 2024). Furthermore, according to Arboleda 2021, study of Culinary Major, it is essential for the Culinary Major to incorporate the learning of foreign languages, particularly English. This initiative aims to enhance language proficiency and strengthen communication skills, which are crucial for success in professional work.

Based on the explanation above, teachers, as facilitators, needed to have strategies for preparing and delivering material to ensure all learning objectives were achieved (Ismawati *et al.*, 2021). Learning will run smoothly when the teacher has an effective strategy. The teacher's classroom management is a strategy that can be used when learning. Teachers will find it easier to coordinate classes when the teacher has good classroom management.

One of the most frequently used teacher's classroom management in learning is use to build effectiveness in creating structured and systematic classroom management. Classroom management are very important to use during learning because when teachers can manage effective classes, learning runs structurally and systematically and makes it easier for teachers to coordinate classes (Franklin & Harrington, 2019).

The variety of factors impacting the successful execution of teaching and learning endeavors, among which classroom management plays a pivotal role. It stands as a cornerstone for pedagogical achievement, with the teacher serving as the orchestrator of classroom dynamics. As facilitators, educators must cultivate an engaging and supportive atmosphere, fostering motivation and positive influence to ensure the efficacy of instructional delivery for students (Bosch, 2006). Learning may occur even in the absence of teacher strategies; however, such learning would be less conducive and not structured. Teacher's classroom management strategies possess a distinct advantage. In this manner, instruction proceeds in an organized manner, aligning with the lesson plan and intended learning objectives (Vojtková et al., 2013).

In the educational context, classroom management pertains to the teacher's authority over student behavior. How the classroom is managed is paramount in upholding it is effectiveness. The teacher bears the responsibility for establishing and maintaining a conducive learning environment within the class, determining the degree of control exercised therein. Indeed, the teacher assumes a pivotal role in classroom management. As an educator, they engage in meticulous planning, addressing challenges such as instructional syllabi, topic structure, time management, and learning resources. Additionally, careful consideration is given to the physical attributes of the classroom, encompassing elements such as seating arrangements, classroom layout, and instructional media (Gutierrez, 2022).

Classroom management is paramount within the educational landscape, representing a fundamental element in fostering optimal teaching and learning settings. An effectively managed classroom nurtures an environment conducive to scholarly involvement and fosters favorable student conduct. Educators assume a significant role in shaping classroom dynamics, employing tactics to instill routines, and attending to student requirements adeptly. Through the implementation of classroom management strategies, teachers not only mitigate disruptions but also enhance the utilization of instructional time, thereby optimizing avenues for student learning and advancement.

Furthermore, effective classroom management enriches their overall educational journey and facilitates the attainment of academics (Nurmaya, 2019).

The study focused on teacher's classroom management to facilitate learning according to the established learning plan. Preliminary research was conducted from November 23, 2023, to December 7, 2023, the study involved conducting four stages of classroom observation, interviewing teacher, and students at grade twelfth of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas, during the learning process. The researcher observed how learning occurred, noting the media and learning techniques employed, as well as the teacher's classroom management in English teaching classroom. Based on the preliminary observation, the teacher used the classroom management rules such as preparing materials, media, or ice-breaking and arranging the students' seating before the lesson began to ensure students were ready to participate in the learning process.

Based on the preliminary research, classroom management by teachers resulted in a more structured learning environment. It emphasized the pivotal role of classroom management in orchestrating student behavior with academic matters, allowing educators to seamlessly attain their learning objectives. The exploration of teacher's classroom management in English teaching labeled the indispensable role educators played in shaping effective learning environments. Furthermore, the researcher focused on the vocational high school level and the Culinary Major because most studies had concentrated on the junior high school level, with few exploring vocational high schools, particularly in the Culinary Major then the researcher focused on English teaching classroom at SMK Citra Bangsa Mandiri Purwokerto, Banyumas, in the Culinary Major. The school provided two types of English learning: general English and English for tourism, both designed to help students expand their understanding of the language.

Many studies discuss the teacher's strategies in classroom management. Based on Apak *et al*. (2021), the study explained that the teachers' extensive

teaching experience was more influential in the creativity of the teaching. According to Hikmah (2021), the explanation of this research highlighted the teachers' efforts to establish classroom management, arrange students' desks in rows, motivate students, and emphasize discipline. In addition, Gultom & Saun (2016), explain that the result is teachers' good classroom management is important, being able to manage the class and make effective learning. Furthermore, the difference between the three previous studies and this research is that this study focused on teacher's classroom management in English teaching classroom at twelfth-grade of the culinary major students at SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

Based on the explanation above, the effective implementation of classroom management by teacher results in a more structured learning environment. It emphasizes the pivotal role of effective classroom management in orchestrating student behavior with academic matters, allowing educators to seamlessly attain their learning objective. The exploration of teacher's classroom management in English teaching classroom labels the indispensable role educators play in shaping effective learning environments.

Through good planning, adept organization, and responsive adaptation, teachers significantly influenced the creation of an environment conducive to student growth and achievement. As evidenced by the array of strategies discussed, from establishing routines to promoting positive behavior, the commitment to teacher's classroom management is central to facilitating meaningful learning experiences. Moving forward, continued research and professional development in this domain are essential to further enhance teaching practices and ensure the sustained success of students in their educational journey (Vojtková et al., 2013).

Based on the explanation above, the researcher investigated the teacher's classroom management that significantly impacted the learning environment, benefiting both students and teachers themselves. The researcher was interested in conducting this research entitled **"Teacher's Classroom**

Management in English Teaching Classroom at Grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas."

B. Conceptual Definition

1. Teaching English

A teacher is a person who teaches or helps to teach knowledge to his students in a way that helps them comprehend what has been covered in class Ismawati *et al*. (2021). According to Gupta (2019), teaching English is a structured approach to helping individuals learn and become proficient in the English language, considering the learner's level, goals, and cultural background. Furthermore, teaching English refers to the teachers' strategies, techniques, and practices to facilitate learning, ensure effective communication, and create an organized, productive learning environment (Rashid *et al*., 2022).

According to Paragae (2023), teaching English is the process of imparting knowledge of the English language to learners, focusing on developing skills in reading, writing, listening, and speaking. It includes grammar, vocabulary, pronunciation, and the practical use of English in different. The researcher concluded that being a teacher was not always about teaching and delivering learning material. The researcher concluded that a teacher who had the ability to impart knowledge, develop skills, communicate effectively, and manage classes well provided a useful solution for making learning structured and systematic (Meutia, 2021).

2. Classroom Management

There are many real teacher tasks, one of which is to manage the classroom well to organize learning so that it is neatly arranged (Robert and Jana, 2003). Perhaps some people believe that the teacher's job is limited to delivering and explaining the material to only transfer their knowledge to their students. The term "classroom management" describes how teachers arrange and direct their students' behavior,

movement, and interaction during a lesson to maximize teaching efficiency (Debaki, 2008).

The researcher found that classroom management involved controlling and organizing the classroom to support effective teaching and address any issues that came up during learning. The teacher's understanding of classroom management was important to improving their preparedness in the classroom. Classroom management included everything a teacher did to organize students, space, time, and materials to ensure the teaching and learning process flowed smoothly. The main purpose of classroom management was to ensure the teaching and learning process proceeded successfully.

3. Culinary Major

According to Hong (2019), a Culinary Major is an academic and practical field of study that focuses on the art, science, and business of food preparation and presentation. This discipline goes beyond basic cooking techniques, immersing students in a broad spectrum of culinary arts, including global cuisines, nutrition, kitchen management, food safety, and hospitality.

Culinary Major encompasses the study and practice of culinary arts, which includes the techniques, skills, and knowledge necessary to prepare, present, and serve food. This major typically covers various aspects of food preparation, nutrition, food safety, menu planning, and restaurant management (Pawestri and Fajria, 2024).

The researcher concluded the Culinary Major was a discipline that included all aspects related to food, such as techniques, skills, science, and the business of food preparation and presentation.

C. Research Question

According to the research background, the researcher identified a question regarding to teacher's classroom management in English teaching classroom: "What are the teacher's classroom management in English teaching

classroom at Grade XII of Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas?"

D. Objectives and Significance of The Research

1. Objective of the research

   According to the research question, this research aimed to investigate the teacher's classroom management in English teaching classroom at grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

2. Significance of the research

   a. Theoretical Significance

      This research has theoretical benefits, this research provided a foundation for other researchers to conducted similar studies and inspired the teacher's classroom management in English teaching classroom.

   b. Practical Significance

      1) For teacher

         Teacher who has good classroom management in English teaching classrooms is the teacher who has more value. When teacher's classroom management in English teaching classroom, students will feel comfortable, not bored quickly, and students' interested in learning. Classroom management aims to make the class conducive or structured, this is one of the things that teachers must have so that learning follows the lesson plan.

      2) For researcher

         This research provided additional information and insight into teachers' classroom management in English teaching classroom. It was valuable for the researcher, as a guideline for future study, and for prospective teachers.

E. Outline of the Research

To develop a logical and systematic discussion, the researcher explained the structure of this research. The research was divided into five chapters, detailed as follows:

Chapter I presented an introduction that provided an overview, including the study's background, operational definitions, research question, objectives, significance of the research, and structure of this research.

Chapter II presented theories of teacher's classroom management English teaching classroom, discussed aspects that contributed to teacher's classroom management in English teaching classroom at grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas, and provided a review of relevant studies.

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

Chapter IV presented the result of this research, including the findings and a discussion of the Teacher's classroom management in English teaching classroom at SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

Chapter V presented a conclusion, discussed the limitations of the study, and offered suggestion.

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CHAPTER II

LITERATURE REVIEW

This chapter provided an overview of the literature review. It included explanations of the theories relevant to this research, such as the definition of teaching English, classroom management, and Culinary Major. It discussed the steps and teacher's classroom management in English teaching classroom that needed to prepare for classroom management, the approaches available to managing the classroom and an overview of previous studies on the topic.

A. Teaching English

1. Definition of teaching English

According to Burns (2019), teaching English generally refers to the process of instructing individuals or groups in the English language, covering its aspects such as reading, writing, speaking, and listening.

The teaching English language can be perceived as a strategy for empowering students to articulate their thoughts and engage in critical thinking. This perspective emphasizes the cultivation of learners' skills in text analysis, participatory dialogue, and the effective communication of their ideas, thereby promoting confidence and a sense of agency in their proficiency in English (Kitsner *et al*., 2014).

Teaching English constitutes a cognitive endeavor that fosters critical thinking and problem-solving abilities through the acquisition of language skills. This process entails the active involvement of students in activities that necessitate the analysis, synthesis, and evaluation of information in the English language (Tafani, 2009).

Based on the theories above, a researcher concluded that teaching English is a process of instructing students to engage in critical thinking and problem-solving abilities through the acquisition of language skills.

2. Teacher's elements in classroom management

Good classroom management strategies are especially important for teachers. From this strategy, teachers get many benefits, both for

teachers and students. The benefits are to create engaging and high-quality learning activities for students. Teachers must plan, organize, and maximize resources by using good classroom management strategies (Kitsner *et al*., 2014).

According to Larsen *et al*., (2013), several elements were used in English teaching and learning:

a. Classroom Set-up

The classroom should be cheerful and bright, with the teacher in charge. This activity was conducted in a classroom adorned with murals depicting scenes from a country where the target language is spoken. However, these conditions are not consistently fulfilled. Despite this, the teacher must endeavor to cultivate a positive learning environment.

b. Peripheral Learning

This approach is based on the premise that individuals absorb significantly more information from their environment than they consciously recognize. It is proposed that displaying posters in the classroom that explain grammar rules related to the language of instruction will facilitate students' acquisition of essential knowledge. The teachers has the disrection to either highlight these posters or allow them to remain unnoticed. Additionally, the posters are periodically updated to provide grammatical information that aligns with the lessons being taught to the students.

c. Positive Suggestion

The teacher's role involves structuring the various suggestive elements within a learning environment to facilitate students' ability to overcome the pre-existing obstacles to their learning. This is known as a positive suggestion. Instructors can accomplish this both directly and indirectly. A teacher telling students they will succeed is a direct suggestion that appeals to their

consciousness. However, the stronger suggestions are indirect ones because they play into the student's subconscious. For example, in the classes that the teacher visits, indirect advice is implemented, and chooses to practice directly in front of the students.

d. Choose a New Identity

The students choose a new profession and an identity in the target language. Throughout the course, they have the opportunity to develop an extensive biography of their fictional personas. Subsequently, they may be required to articulate or compose narratives concerning their childhood, family background, and imaginary hometown.

e. Role-Play

For a while, students are expected to act in the target language as if they were someone else and to create their identity. They are often asked to write the appropriate line for the circumstances. One way that can be used is to see that students are instructed to introduce themselves as the person they pretend to be during the lesson.

f. Primary Activation

Part of the lesson's active phase are this technique and the one that comes next. Either individually or in groups, the students merrily reread the dialogue in the target language aloud. Three student groups read various passages from the dialogue in the lesson that we watched: the first group did so sorrowfully, the second group did so angrily, and the final group did so cheerfully.

g. Creative Adaption

The students engage in a range of activities designed to facilitate the acquisition of supplementary knowledge and its subsequent application independently. It is especially advised to engage in games, guessing pictures, dancing, singing, and dramatizations during this stage. It is crucial that the activities are

varied and prevent students from concentrating on the language message's form—rather, only the communicative intent should be their main concern.

B. Classroom Management

1. Definition of classroom management

Classroom management is the set of activities in the classroom, according to Shamina and Mumthas (2018), classroom management encompasses a range of activities that involve organizing the physical environment of the classroom, establishing policies, and guidelines, maintaining student engagement with the instructional material, and facilitating participation in academic activities. Classroom management is a series of activities that include all the rules of organizing the physical space of the classroom keeping students focused on the material and participating in learning activities.

Classroom management is a process that ensures the entire plan goes well, according to Adeyemo (2012), classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Classroom management is a process of managing the classroom so that students become actively, while according to Colin and Laslett (2002), classroom management is the ability to plan and deliver lessons so that every student participates actively in their education. It can be inferred that classroom management encompasses the creation of visually engaging presentation, the ability to capture students' attention, and a keen awareness of classroom dynamics. Classroom management is a teacher's effort to realize the implementation of a lesson plan, create a positive learning environment, encourage student participation in learning activities, and make learning effective.

From the definition above the researcher can conclude the act of a teacher creating a classroom environment that facilitates effective and

efficient learning is known as classroom management. The goal of classroom management is to establish a welcoming environment where teaching and learning can occur. This will enable the activities to proceed efficiently and with direction, enabling achieving the established learning objectives. Classroom management encompasses all activities to foster a productive and enjoyable learning environment that inspires students to learn more effectively based on their aptitudes.

2. Classroom management approach

According to Sunhaji (2014), There are several approaches to classroom management to make learning effective:

a. Power Approach

Classroom management involves the systematic regulation of student conduct, with the teacher assuming responsibility for establishing and upholding an environment conducive to orderly behavior within the classroom setting.

b. Threat approach

Within this framework, educators in the classroom are construed as facilitators of behavior regulation, employing strategies that encompass directives, implications, coercion, and derision to manage student conduct.

c. Freedom approach

Classroom management entails facilitating an environment wherein students experience a sense of autonomy in their actions and decisions, with the teacher assuming the responsibility of fostering maximal student agency.

d. Cookbook approach

This methodology entails delineating a set of guidelines outlining the appropriate and inappropriate responses of teachers to various classroom issues or circumstances. The teacher's function is reduced to adhering strictly to predetermined instructions, akin to following a prescribed recipe.

e. Teaching Approach

This methodology operates under the premise that through strategic planning and execution of instructional methods, the occurrence of student behavioral issues can be preemptively mitigated, and in instances where prevention proves impracticable, effectively addressed. It advocates for the cultivation of pedagogical strategies that empower educators to proactively forestall or intervene in instances of maladaptive student conduct. Central to this approach is the educator's responsibility to devise and enact pedagogically sound instructional practices.

f. Behaviour modification approach

The concept of the classroom manager denotes the procedural framework aimed at modifying student behavior. Within this context, the teacher assumes the responsibility of cultivating positive student behavior while mitigating instances of negative conduct.

g. Emotional social approach

The notion of classroom management encompasses the procedural structure designed to alter student behavior, where the educator undertakes the task of fostering favorable student conduct while addressing occurrences of adverse behavior.

h. Group process approach

In the context of classroom management, the social system emphasizes the primacy of group dynamics. The teacher's responsibility lies in fostering and executing an efficient group process.

i. Pluralistic approach

Classroom managers endeavor to employ diverse methodologies with the potential to facilitate the effective creation and facilitation of the teaching-learning process. Educators may select from a spectrum of eight approaches for implementation.

Hence, the concept of a classroom encompasses a range of teacher actions aimed at establishing and sustaining conducive conditions conducive to teaching and learning.

3. The aspect of effective classroom management

When researchers talk about cooperative learning environments for students, classroom and school procedures, and the growth of positive relationships are all related to classroom management. according to Colin and Laslett (2002), it is considered to have four aspects:

a. The four basic rules of classroom management are to "get students in," "get students out," and "get on with it." After that, there are more specific guidelines.
b. Mediation with individuals is the ability to understand students' issues, offer the necessary counseling and guidance to certain students to mitigate adverse, interaction within the classroom environment.
c. Behavior modification refers to the application of learning theory to shape and modify behavior in practical and effective ways within a conventional classroom environment.
d. Monitoring school discipline involves how evaluating the effectiveness of disciplinary policies within educational institutions,as well as exploring how experienced educators can assist novice teachers in addressing stress and related challenges.

4. The rules of effective classroom management

According to Colin and Laslett (2002), there are four rules of effective classroom management as follows:

a. Get the students in

The process of “get the students in” can be seen to involve three processes:

1) Greeting

The teacher sets the ground rules for the host receiving the class before it starts, and by determining the timing of student admissions into the classroom, she can subtly assert her authority. Verifying that the space is orderly, that the necessary materials are present, that the displays are set up, and that everything else is needed is another crucial practical benefit. There are written guidelines or illustrations on the board. This will assist in supplying the calmness of mind necessary for unhurried confidence.

2) Seating

Teachers define that arrangement and positioning of students within the classroom are that they can manage. They have the option to strategically distribute potential source of distraction, either purposefully or randomly, or to promote collaboration by allowing students to sit with their peers. When a seating chart is utilized, teachers can efficiently learn and recall students' names by indicating specific seating assignments. While subsequent grouping of students may be favored, adhering to a predetermined seating plan can be particularly advantageous during the initial lessons.

3) Starting

A lesson's ability to begin smoothly and on time depends on both controlling the students' mental and physical states of attention as well as their physical entry and behaviour. Since they rarely arrive at the same time, there should always be something for them to do before the lesson even begins, such as games or work cards. Every lesson, regardless of subject or topic, should begin with a quiet activity that keeps every student occupied while teachers attend to registration, tardiness, lost or broken equipment,

etc. The nature of the lesson and the child's age will determine the type of activity, but it must be something that each child can complete on their own without assistance.

b. Get the students out

One key component of experienced teachers' effective transition management from one activity to the next is their preparation of the lesson's conclusion. If a productive lesson devolves into a boisterous, chaotic, and stressful conclusion, the long-term benefits of an engaging educational experience can be compromised, and the positively relationships between the teacher and students can be undermined. Therefore, it is imperative for teachers to thoughtfully address both the conclusion of a lesson and the dismissal of a class.

1) Concluding

According to Colin and Laslett (2002), remind students that now is the perfect time to provide them with encouraging feedback, high working their hardwork, and assuring those who have struggled that things will be different the next time. This is a chance to recapitulate, reiterate, and strengthen the lesson's main idea. Additionally, it can be a good idea to set aside some time for a game, story, or gime so that the end of the lesson feels like a reward for the work done up front, especially for students who might find the main subject material difficult.

2) Dismissing

Based on Colin and Laslett (2002), instructing students to acknowledge that this is an opportune moment to provide constructive feedback essential. Positive reinforcement of their efforts is crucial, particularly for those who have faced challenges; it is important to assure them that future experiences will differ. This moment serves as an opportunity

to reiterate, reinforce, and summarize the central concepts of the lesson. To ensure that the conclusion of the lesson is perceived as a reward for the efforts expended, especially for students that may struggle with the primary subject matter, allocating time for an engaging activity, such as a game or story-telling, can be highly beneficial.

c. Get on with it

In this situation, "it" refers to the lesson's centrepiece, the type of material covered, and the way it is delivered. The degree of confidence and proficiency that students have in each subject will rely on the teacher's ability to "get on with it."

1) Content

When a lesson's content is not appropriate for the students receiving it, learning challenges and conduct issues that follow frequently result. To ensure that study assignments and learning experiences are appropriate for students with a variety of aptitudes and abilities, method and materials should also be carefully inspected. These goals will be partially met by the activities arranged for the start and end of the session, but it is also critical to add diversity to the lesson's main body, particularly in the context of extended class period, achieving the appropriate balance can be challenging. Excessive repetition may lead to monotomy, while an overwhelming number of changes can confuse. Nonetheless, most lessons should encompass variety of activities, including listening, observing, reflecting, discussing, reading, and writing.

2) Manner

Positive relationships are initiated through how individuals communicate with one another. This requires educators to consider how they speak to and interrogate

students as well as how they communicate behaviour expectations. As with any weather system, the atmosphere in a classroom is subject to change, and a skilled teacher knows how to diffuse a small disturbance before it becomes a larger issue.

In addition to communicating ideas through words, a teacher's delivery of a lesson reflects their attitude and sends a message. It is crucial to get students' attention before speaking to the class by asking them to put down their work and listen intently. In any communication, ensuring that one is heard is just as crucial as using appropriate facial expression and voice tone. The rationale behind the teacher's use of questions is another facet of their teaching style. It would be beneficial for teachers to utilize questioning strategies to ensure that students comprehend the material and to effectively address incorrect responses.

d. Get on with the students

Teachers and students cultivate positive interpersonal relationships by fostering an environment of respect and trust. To achieve this effectively, teachers must be attuned to the overall mood of the classroom while also recognizing each student as an individual. This entails understanding the dynamics of the classroom and monitoring and behaviors of each student.

1) Who is who

Accurately matching names to faces is a common yet crucial first step toward becoming aware of individual differences. After that, an active approach should be used to revisualize the plan, mentally recall names while students are working around the room, and always respond to inquiries and remarks by name. Additional effective strategies for enhacing the accuracy of names and faces involve

incorporating the students' name into concise written feedback whenever assignments are assessed. Furthermore, leveraging informal interactions with students in setting such as the dining area, playground, and hallway outside the classroom can provide valuable context that enriches the teacher's mental representation of each student.

2) What is going on

Few classes, or student groups within classes, are so deliberately evil as to embark on a campaign of disruption on prearranged schedules. But small annoyances taken one at a time can compound into larger sources of conflict. Mobility and marking work together to help you pick this up in a classroom setting that is sensitive to the environment. A brief assessment of the classroom environment can identify potential areas of concern when engaging with individual students at their desks or in group settings around a table. This proactive involvement at the student level, combined with the teacher's approach to addressing disciplinary issues within the class, enhances the teacher's sensitivity to the overall mood of the group. Consequently, the teacher becomes more adept at discerning appropriate moments for encouraging focused and diligent work versus those suitable for lighter, more relaxed interactions. (Colin and Laslett, 2002).

5. Designing Effective Classroom Management

According to Garret (2014), implementing engaging and effective instruction, building caring relationships, establishing rules and routines, organizing the physical layout of the classroom, and handling discipline issues are the five main components of an effective classroom management process.

a. Physical design of the classroom

The classroom environment has proven to change and influence behaviours among students. The design of the classroom allows for some activities to take place and for others to not. Teachers must consider the significant impact that classroom arrangement can have on their students. The classroom environment conveys symbolic messages to all who enter, and these messages may not always align with the intended massage for students. It essential for the environment to reflect the beliefs and values of the educator. Consequently, it is crucial for teachers to assess the messages communicated by their classroom settings. The physical design encompasses aspects such as the arrangement of student desks, the location of the teacher's desk, the positioning of learning centers and materials, and the placement of frequently used items, such as pencil sharperners, among other elements (Mudianingrum *et al*., 2019).

b. Rules and Routines

Rules for the classroom, on the other hand, usually deal with general behavior, whereas procedures are far more task-specific and typically give guidance on how these tasks should be completed, as opposed to trying to stop a specific kind of behavior. Both are crucial elements of a successful classroom management strategy and significantly contribute to creating a learning-friendly atmosphere. Routines are crucial for the classroom's general flow in addition to rules. They demonstrate to students how to complete everyday tasks quickly and neatly. Without routines, it will take longer to complete tasks that should be completed effortlessly throughout the day, which will cut into the amount of time allotted for instruction. Most routines can be divided into three main categories: general procedures, lesson-running routines, and movement routines. To ensure that there is

as little disruption and loss of time as possible, teachers set up procedures and rules for the classroom, such as returning papers and recording attendance.

c. Relationship

The establishment of compassionate relationships is a notion that is often overlooked body in discussions regarding classroom management. Effective classroom managers cultivate positive connections between teachers and students, in addition to fostering caring and supportive relationships among the student body.

d. Engaging and Motivation Instruction

The fourth element of classroom management is engaging instruction, which involves the application of pedagogical strategies designed to enhance students' enthusiasm and motivation for learning. This suggest that as students become more actively engaged, interested, and motivated during lessons, instances of behavioral issues within the classroom are likely to decrease (Savage & Savage, 2010; Weinstein & Romano, 2014). However, for a teacher to carry out an interesting and inspiring lesson, certain classroom management concerns need to be addressed. Skilled educators create lessons that captivate students, and they meticulously arrange their lessons to ensure that every learning exercise is well-structured and operates seamlessly (Mudianingrum *et al*., 2019).

e. Discipline

When a student's behavior interferes with classwork or violates a rule that has been established by the teacher, the school administration, or society at large, the teacher must take appropriate action. This action is known as discipline. Helping kids learn how to take care of themselves, other people, and their environment is the goal of discipline, behaviour guidance, and

limit-setting. The core of the discipline is what teachers do to stop and deal with misbehavior on the part of their students. Discipline encompasses more than just punishment, or the measures teachers take in response to misbehavior. Educators who practice discipline also take steps to stop misbehavior.

C. Review of Relevant Studies

Previous research was conducted to demonstrate the originality of this research. Many researchers conducted their studies in the areas of teacher strategies in classroom management, expressing their opinions.

The first is from Apak et al. (2021) with the title *"Measuring Teacher Creativity-Nurturing Behaviour and Readiness for 21st-Century Classroom Management",* This research explains teacher readiness to face the transition in learning after the COVID-19 pandemic. The result of this research is that teachers must prepare pedagogical competence and classroom management competencies so that students are comfortable in class and learning. The difference with the research that the researchers examined is the time or era, in this journal explains how the strategy or readiness of teachers when they want face-to-face learning after Covid subsides, whereas when the Covid era used online learning and after that there must be restrictions on distance between students from one another, which is the difference between the research examined by the researcher when there is no more covid, and also there are many variations when learning in this era. The similarity is the same discussing the teacher's classroom management at school so that all learning objectives can be achieved.

There second is research from Hikmah, Nuriatul. (2021) with the title "*Teacher's Creativity in Creating Effective Classroom Management in English Language Teaching at SMP Al-Azhar Citangkolo".* This research showed the teacher's creativity for effective classroom management, this study explains that it is important to arrange the learning room so that learning looks neat. In all activities such as the presentation of a paper and others, there

needs to be teacher creativity in the arrangement of benches and chairs, so that the class can look attractive, and students do not feel bored. The distinction between the thesis and the researcher lies in the educational levels they address: the thesis focused on junior high school, whereas the researcher aims to investigated senior high school. This divergence is significant, as junior high school students are typically in a transitional phase between childhood and adulthood, while senior high school students are more developed in their reasoning abilities and cognitive maturity. However both thesis and the research share a common theme, examining teachers' classroom management to ensure the achievement of educational objectives.

The third Gultom & Saun, (2016) with the title *"The Role of Classroom Management in Creating an Effective English Learning"*. This research explains the teacher as the facilitator should be able to manage a classroom that creates and maintains an optimal learning condition to reach the goal of teaching, then the teacher's role is very important in improving the students' learning, the teacher is expected to create an effective learning environment and will be able to manage the class. The difference between this study and the research that the researchers examined is that this journal only explains teacher strategies for managing classes well without mentioning the school level or seems still general and less specific in determining school levels, while the research examined by the researchers has the specificity of the school level, namely the senior high school level. The comparison is similarly applicable when examining the teacher's classroom management within the school context, aimed at ensuring the attaintment of all learning objectives.

Based on the relevant study above, it can be concluded that there were both similarities and differences in the research topic discussing classroom management in English teaching classroom. To achieve good positive results in understanding the material and establishing classroom management, teachers needed a solid strategy by implementing suitable classroom management techniques that adapted to students' conditions and abilities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter detailed the methods, data sources, and techniques used in this study. This study utilized qualitative methods and collected data through observation, interviews, and documentation.

A. Type of the research

Research methodology is something used in a study to prove the validity and reliability of the data presented. This research used qualitative approach. It is an approach for finding and understanding the meaning individuals or groups describe a social or human problem. This involves asking questions and following specific methods, data typically collected in the participant's setting. Data analysis starts with specific data and then identifies general patterns or themes. The researcher then makes sense of what the data means based on these patterns or themes (Creswell *et al.,* 2017). It focuses on several methodologies, this suggests that qualitative researchers explore occurrences within their authentic settings, striving to interpret them based on the significance individuals attribute to them (Aspers and Corte, 2019). This research explained the teacher's classroom management in English teaching classroom at grade twelfth of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

According to Kothari (2004), qualitative research was particularly important in the behavioral sciences, because it focused on uncovering the fundamental reasons behind human actions. Descriptive method research presents a picture of the specific details of a situation, social setting, or relationship. It begins by pinpointing a specific problem or question and tries to describe it accurately. Ultimately, the study produces a comprehensive snapshot of the issue or responds to the research question (Neuman, 2017). Therefore, a qualitative approach with a descriptive method was used in this study because it made it more effective for the researcher to examine and describe the results of this study.

B. Source of Data

1. Subject of the Research

   The individuals who volunteer as research subjects by being the focus of the investigator's observation are the subjects of the study (Hardani et al., 2020). The subjects in this research are:

   a. Mrs. RP (as the English Teacher at SMK Citra Bangsa Mandiri Purwokerto, Banyumas).
   b. Ten Students in Twelfth Grade of the Culinary Major at SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

2. Object of the Research

   The research focused on the teacher's classroom management in English teaching classroom at grade twelfth of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

C. Technique of data collection

In collecting the data, non-participatory observation, semi-structured interviews and documentation were used. The observation were conducted to investigate the teacher's classroom management in English teaching classroom at grade twelfth of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. Semi-structured interviews were conducted with research subject, teacher English class at twelfth grade of Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas and ten students twelfth-grade of Culinary Major, they serve as the data source for this research. Furthermore, documentation data is used to see the suitable of the lesson plan. The followings are the details:

1. Observation

   The observation technique was used in this study to directly learn what was happening in the research location. Observation was the method used to collect data that organized individual behaviors or the processes of activities observed in a specific area, situation, or simulation (John et al., 2002). Qualitative observations involved the

researcher taking field notes on the behavior and activities of individuals at the research site. The research spanned a duration of two months, commencing from July to August 2024. The observations were conducted in each English lesson over 8 sessions in the twelfth grade of the Culinary Major at SMK Citra Bangsa Mandiri Purwokerto, Banyumas which had two classes, each class allowed the researcher 4 opportunities to conduct observations.

The researcher's goal was to investigate the pedagogical approaches used by teachers to establish classroom management, as educators equipped with such strategies facilitate the smooth execution of lesson plans. The type of observation of this study was non-participatory observation through the process of systematically observing the pedagogical methods employed by the teacher (Aspers and Corte, 2019). This study involved using a checklist that included different strategies used to achieve effectiveness in classroom management.

The Schedule of the Observation

NO	Date	Observation	Class
1	August 05, 2024	First Observation	Culinary Major Class 2 (07.30-08.30)
2	August 05, 2024	First Observation	Culinary Major Class 1 (11.30-12.40) and (13.20 -14.40)
3	August 06, 2024	Second Observation	Culinary Major Class 2 (11.30-12.40)
4	August 8, 2024	Third Observation	Culinary Major Class 2 (07.30-08.30)

5	August 12, 2024	Fourth Observation	Culinary Major Class 2 (07.30-08.30)
6.	August 12, 2024	Fourth Observation	Culinary Major Class 1 (11.30-12.40) and (13.20-14.40)

Tabel 3 1. The Schedule of the Observation

2. Interview

Through interviews, one can learn more about the interviewer; the goal of this knowledge varies depending on the research question and the investigator's discipline (DiCicco-Bloom and Crabtree 2006). According to Kvale (1996), in Alshenqeeti (2014), an interview is a conversation, the purpose is to collect a description of the interviewee and to find the information for research material. The research subjects used for this interview consisted of a teacher who had a classroom management in English teaching classroom and ten students at twelfth grade of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. This study involved semi-structured interviews, comprising predetermined questions about the teacher's classroom management in teaching English classroom, aimed at eliciting information from the participants.

The instrument for this research consisted of a list of interview questions designed to align with the theme and gather information. Subsequently, these questions were elaborated upon to generate additional inquiries.

The Schedule of the Interview			
NO	Date	Time	Interviewee
1	August 12, 2024	(15.15-15.40)	Mrs. RP (as the teacher at grade twelfth of the Culinary Major in

			SMK Citra Bangsa Mandiri Purwokerto, Banyumas
2	August 12, 2024	(14.40-15.15)	Five Students of the twelfth grade of the Culinary Major 1
3	August 13, 2024	(14.40-15.15)	Five Students of the twelfth grade of the Culinary Major 2

Tabel 3 2. Schedule of the Interview

3. Documentation

Documents are the third main source of data. These can take the form of written, spoken, visual (pictures, for example), or cultural artifacts. The researcher accessed to physical material, personal documents, and public records among other document types for analysis. Documents are a powerful data source because they are part of the situation and do not introduce new elements or change the environment in a way that an investigator's presence could (John *et al*., 2002). This study used learner worksheets (LKPD), teaching modules, teacher learning media documentation, and learning photos taken during the process.

D. Techniques of Data Analysis

The process of data analysis entails systematically seeking and compiling data obtained from comprehensive interviews, field notes, and other pertinent materials in the field to ensure clarity and facilitate the dissemination of findings to others. According to Miles & Huberman (2014), activities in qualitative data analysis are carried out continually and interactively until they are finished, leaving the data saturated. Data reduction, data display, and verification are all activities involved in the analysis.

1. Data Reduction

The data collected in the field was still so large or general, so it must be recorded in an orderly, correct, and thorough manner. The data

obtained should also be selected and summarized to select important data and focus on the main points. As a result, the summarized data provided a clear picture in detail and made data collection easier for researchers.

2. Data Display

After reducing the data, the data obtained through qualitative research were presented and elaborated. Data were presented in the form of short descriptions, charts, relationships between categories, flowcharts, and so on. If it had been changed into various forms that had been mentioned, the data became easier to accept or understand so that there was no failure to understand.

3. Verification

The data verification process can be done through data inference and validation, this is the last step of data analysis. The data was validated through triangulation, which involved utilizing multiple methods of data collection. This research used triangulation, encompassing observation, interviews, and documentation as the three primary techniques.

UIN PROF. K.H. SAIFUDDIN ZUHRI

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of data analysis, and discussions used to answer the research questions collected from observations, interviews, and documentation. The main focus of this chapter is to describe the "Teacher's classroom management in English teaching classroom at grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas"

A. The Teacher's Classroom Management in English Teaching Classroom

The researcher conducted a series of observations on the implementation of teaching at XII Grade of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas, over four sessions involving two classes, with a total of eight class sessions each session lasted for a second period of 45 minutes. The main objective of this study is to determine teacher's classroom management in English teaching. The research was conducted in class XII of the Culinary Major. This Major was chosen because the teacher had many teaching hours in that Major, making it focused more on determining classroom management. The initial observation took place on August 5, 2024, from 07:00 to 08:30 AM, in Class XII of the Culinary Major, with the final observation scheduled for Tuesday, August 13, 2024.

In this study, the researcher created a list of instruments for observation and interviews based on four main indicators from Colin and Laslett (2002): get the students in, get the students out, get on with it, and get on with the students. Furthermore, this research had supporting theories provided by three different sources. The first supporting theory is based on Larsen *et al.,* (2013). Next, the second theory, according to Sunhaji, (2014), and the third theory according to Garret (2014). The following are the research findings and discussions on the teacher's classroom management in English teaching classroom at grade XII of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas.

1. Get the students in

Based on the observations, at the beginning of the lesson, the teacher started the class by saying "Assalamualaikum, good morning or good afternoon" to the students, then instructed the students to tidy up the classroom, asked about their condition by saying "How are you today?" "How is your life?", and the teacher provided students with guidance on the material so that they could think critically. Based on the results, the researcher found 3 strategies used by teachers in classroom management, namely greetings, seating and starting strategies. The explanation is as follows:

a. Greetings

Greeting referred to an expression or sentence used to address someone, whether in a formal or informal situation. Greetings were usually exchanged when meeting someone for the first time or when beginning a conversation. One of the activities that teachers did when starting a lesson was greeting. The greetings spoken varied, such as using "Assalamualaikum," "Good morning," "Good afternoon," "Hi guys," and many more. The purpose of greeting at the beginning of a lesson was also to build a good relationship between the teacher and students in the classroom. Below are findings about the greeting rules used by teachers during observations conducted by the researcher.

The first finding is based on the observations in class XII of Culinary Major Two, on August 5, 2024, from 07.20 to 08.30 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The findings were from greetings from the teacher at the opening of learning, the teacher began with "*Assalamualaikum"*, and the students responded "*Wa'alaikumussalam"* then, the teacher continued to greet the class by saying *"Good morning my students?"* then students responded, *"Good morning, Mrs*". asked the students' condition by asking *"How are you today?"* then students responded, *"I am fine Mrs", and you?"* then the

teacher answered, *"I am fine today"* then asked, *"Had prayed or not?"* then students responded, *"not yet Mrs"* and then prayed together.

Picture 4. 1 Greeting activity at the beginning of the class

Mrs. RP explained that Greeting at the beginning of a lesson was a common practice to start the class. Additionally, greetings were also useful for checking the students' enthusiasm.

Based on the interview with Mrs. RP, she stated is as follows:

> "*Greetings were social behaviors essential for building and maintaining positive relationships between students and teachers. However, I often provide variations when asking about the students' condition." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

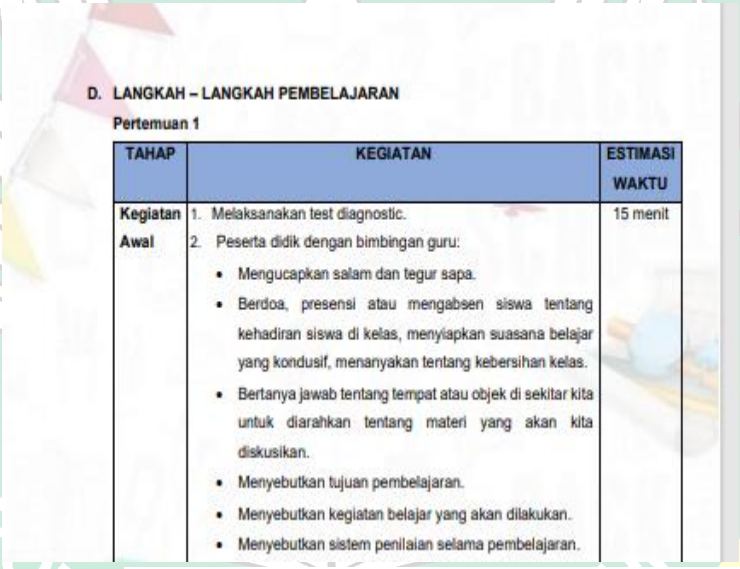
Mrs. RP explained that the habit of greeting at the beginning of a lesson aimed to build a good relationship between the teacher and the student. However, sometimes the teacher modified it by asking about the condition so that the students knew variations in asking about conditions.

Moreover, based on the observations in class XII of Culinary Major One, August 5, 2024, from 11.30 to 12.40 and from 13.20 to 14.40. The teacher did not ask whether the students had prayed or not because they had already prayed during the morning class.

According to the results of interviews with Mrs. RP, she stated that.

> *"Praying before starting a lesson is also a form of spiritual habit for students, so students always make it a habit to pray in every activity. However, when there is a fourth or fifth lesson, I do not ask because usually they have already prayed during the first hour.". (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Based on the results of the interview, the teacher explained that the habit of praying before learning began aimed to cultivate the spiritual nature of students, so students always made it a habit to pray in every activity.



D. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan 1

TAHAP	KEGIATAN	ESTIMASI WAKTU
Kegiatan Awal	1. Melaksanakan test diagnostic. 2. Peserta didik dengan bimbingan guru: • Mengucapkan salam dan tegur sapa. • Berdoa, presensi atau mengabsen siswa tentang kehadiran siswa di kelas, menyiapkan suasana belajar yang kondusif, menanyakan tentang kebersihan kelas. • Bertanya jawab tentang tempat atau objek di sekitar kita untuk diarahkan tentang materi yang akan kita diskusikan. • Menyebutkan tujuan pembelajaran. • Menyebutkan kegiatan belajar yang akan dilakukan. • Menyebutkan sistem penilaian selama pembelajaran.	15 menit

Picture 4. 2 Teaching Module Mrs. RP

Furthermore, the picture above is teaching steps carried out by the teacher were the results of observation supported by the documentation conducted by the researcher, Mrs. RP teaching module.

Based on these findings, greetings, inquiring about their condition, and praying together were positive activities carried out by teacher to create a more comfortable and orderly classroom atmosphere. Based on the results the teacher greeted the class at the beginning, inquired about their condition, and prayed together were social

behaviors that were important for building and maintaining positive relationships between students and teachers, and praying together was also a form of spiritual practice for students. According to Sofiandi (2016), praying before starting a lesson was a way for students to ask God for smoothness in every activity, especially in learning, and was also a form of spiritual practice for students.

Furthermore, based on Laytham (2010), praying before starting a lesson is one way to manage the class because with prayer, the noisy classroom atmosphere becomes calm as everyone focuses on their beliefs. Then, praying before starting a lesson was a good habit for students to get used to incorporating prayer into every activity (Meilinda *et al.*, 2022).

Moreover, greetings are social behaviors necessary to establish and maintain interpersonal relationships no matter where they occur or who the interlocutor is (Algharabali *et al*., 2019). In addition, according to Fajeri *et al*., (2022), praying aimed to enhance religious potential and shape students into individuals who believed in and feared God Almighty, as well as possessed noble ethics, character, and morals. The religious values in children were acquired from parents, society, school, and the surrounding environment.

Moreover, based on the results, greeting students and asking how they condition at the beginning of learning was one way to build good relationships with students, building a good relationship between teachers and students is one way to manage the classroom effectively (Koran *et al.,* 2018). In addition, in the classroom, social activities as greetings were as important as academic activities because social growth supported cognitive development, and social skills helped students succeed academically and socially (Lysiak *et al*., 2020).

In conclusion, teacher used the rules of greeting students and inquiring about their condition to foster social habits between themselves and their students, because social growth supported

cognitive development, and social skills contributed to academic and social success. Subsequently, praying before starting lessons enhanced religious potential and molded children into individuals who believed in and feared God Almighty, while also possessing noble ethics, character, and morals. This strategy was employed by teacher to enhance classroom management effectiveness.

b. Seating

The seating arrangement referred to the placement of students' seats in the classroom. The way seats were arranged impacted interactions between students, between students and teacher, as well as the effectiveness of the teaching and learning process. One of the things teachers did when they saw a messy classroom was to tidy it up. Instructing students to tidy up the classroom is done by giving them instructions to organize it. Tidying up the classroom was one way they managed the class effectively.

The second finding is based on the observation in class XII of Culinary Major Two on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The finding was on the seating rules, through this strategy, the teacher instructs the students to tidy up their seats. the teacher, then students hurried to tidy up their seats. There is the picture of the teacher arranging the students seats:

Picture 4. 3 Arranging the students' seats

The picture above illustrated that, prior to beginning the lesson, teachers engaged in the task of arranging students' seats to promote comfort during the learning process and to ensure proper spacing between each seat was maintained.

Furthermore, based on the observations in class XII of Culinary Major Two on August 8, 2024, from 07.20 to 08.30. The teacher did not give instructions to tidy up the students' seats.

According to the result of the interview with Mrs. RP, she stated that:

> *"Arranging the seats before the lesson began aimed to create comfort during learning and verified the space was orderly. If the student's seat was already tidy, I did not give instructions to tidy it up." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Based on the results, Mrs. RP explained that arranged the students' seats before starting the lesson was a way to create a comfortable learning environment. However, sometimes the students' seating arrangement was not organized because the students themselves were already organized beforehand.

Based on these findings arranging students' seats, inquiring about their condition, and praying together were positive activities carried out by teachers to create a more comfortable and orderly classroom atmosphere. Arranging students' seats before they began their lessons was an activity that teachers needed to do to ensure students felt comfortable during the lesson. This was also one of the factors that contributed to effective classroom management (Harlacher, 2015). In addition, Arranging the seats also aimed to ensure that the distance between each seat was not too close (Marmoah *et al.,* 2017).

According to Christian (2021), a classroom is designed to facilitate learning for students. The arrangement and organization within the classroom significantly impact student comfort and engagement. An orderly classroom with well-planned seating

arrangements fosters a positive learning environment. When the seating is organized, students are better able to focus and participate actively in their studies throughout the lesson.

Furthermore, effective classroom management, including the strategic arrangement of student seats, is essential in creating a conducive learning environment. A lack of creativity in managing classroom spaces may lead to a monotonous learning experience, limiting students' opportunities for active engagement. When teachers dominate the instructional process without fostering participation through dynamic seating arrangements, student involvement decreases, potentially diminishing their interest and engagement in the educational experience (Hardiansyah, 2022).

Based on Juhary (2012), maintaining an organized seating arrangement can contribute to a conducive learning environment, promoting student comfort and focus. Effective classroom management is a critical skill for educators, as it often correlates with higher student motivation. Teachers who manage their classrooms proficiently tend to foster a more engaged and motivated student body compared to those who struggle with classroom control. The seating arrangement also had a significant impact on the classroom, it was organized to ensure optimal learning quality (Norazman *et al*., 2019).

In conclusion, maintaining an organized seating arrangement can contribute to a conducive learning environment, promoting student comfort and focus. Effective classroom management is a critical skill for educators, as it often correlates with higher student motivation. Teacher who manage their classrooms proficiently tend to foster a more engaged and motivated student body compared to those who struggle with classroom control.

c. Starting

In the learning process, besides greeting their students, teachers also engaged in other activities such as checking student attendance and

providing brainstorming sessions. In this part, the teacher asked about the students' condition but with a variation of challenges.

The third finding is based on the observation in class XII of Culinary Major Two on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The finding was on the starting rules, the rules used was to check attendance by incorporating a challenge, asking the students to follow instructions and say the sentence *"What can I do for you?"*.

Picture 4. 4 Checking students' condition by incorporating challenge

The picture above illustrated teachers arranging students' seats before the lesson began to create a comfortable learning environment and ensure proper distance between each seat was maintained.

Furthermore, based on the observations in class XII of Culinary Major Two on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher provided a stimulus or clue to encourage the students' thinking by offering relevant examples related to today's material. The teacher instructed Revi to open the door, saying, *"Open the door, please!"* Revi responded, *"Okay, Ma'am,"* and promptly opened the door. Then, the teacher asked another student, Zulfa, to close the door by saying, *"Zulfa, close the door, please!"* Zulfa responded, *"Okay, Mrs,"* and promptly closed the door.

Based on the third observation in class XII of Culinary Major Two on August 8, 2024, from 07.20 to 08.30 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher had different challenges in checking the condition of students, the challenge for the student was to mention vocabulary related to herbs and plants.

According to the result of the interview with Mrs. RP stated that:

> *"Checking student attendance with a challenge was done as a practice to help students pronounce words or sentences according to pronunciation rules". (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that checking the students' condition using challenges aimed to make them more enthusiastic about learning. The challenges were closely related to the material and served to train students' fluency in pronouncing sentences they expressed, as well as to develop their critical thinking skills regarding their memory of the students' vocabularies.

Furthermore, according to the result of the interview with Mrs. RP stated that:

> *"Students were given brainstorming sessions to explore their knowledge and understand how well they comprehended the instructions or the conveyed lessons and allowing them to grasp the learning in their way." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained the purpose of this activity is to stimulate students' critical thinking to express something from various clues.

Based on the findings, taking attendance by giving students challenges was an innovation implemented by teacher to prevent students from becoming bored in class. The creativity of a teacher can influence learning activities and also impact classroom management (Popescu, 2014). In addition, based on Slovacek (2017), educators who employ diverse pedagogical strategies are often held in high regard by their students. The incorporation of varied instructional methods is

essential in fostering an engaging learning atmosphere, which in turn contributes to increased student motivation and academic success.

Based on the results, brainstorming by the teacher referred to activities carried out to stimulate students' thinking during learning. This aimed to enable students to solve problems when given clues by the teacher. Brainstorming is a strategy to stimulate students in learning so students can think about the material (Unin *et al.,* 2016).

Furthermore, based on the results, brainstorming techniques can significantly enhance students' motivation, which, in turn, positively influences their proficiency in English language learning (Maulida *et al.,* (2021). Brainstorming also increased students' motivation to learn, as it allowed students to think more before the learning began.

Based on the results, engaging in brainstorming activities can enhance students' cognitive skills in reading tasks by encouraging them to examine topics from multiple perspectives and consider their peers' viewpoints. This process necessitates the exploration of a diverse range of ideas, thereby fostering creative thinking (Ghabanchi *et al.,* 2014).

In conclusion, the teacher had implemented a teaching innovation by checking student attendance and inquiring about their readiness for learning. Through this innovation, students can practice and think simultaneously, as well as recall vocabulary or material that has been taught. Additionally, the teacher used brainstorming strategies to stimulate student thinking, enhance students' motivation, and improve their cognitive skills in every area, as with brainstorming, thoughts are opened, and students are prepared to begin learning.

2. Get on with it

Based on observation, when entering the material, the teacher began the explanation by providing students with a YouTube link. Then, the teacher involved the students in every classroom activity and monitored their learning. Afterward, the teacher implemented certain rules and habits. The researcher found 3 strategies used by teachers in classroom

management, namely content, manner, rules, and routines strategies. The explanation is as follows:

a. Content

The content referred to the material used to teach language skills such as speaking, listening, reading, and writing. One of the activities that teachers undertook before starting a lesson was the preparation of all the materials as and teaching media that would be used. Teachers prepared these resources intending to deliver content to their students. Below are the findings and discussions regarding the content and materials used by teachers.

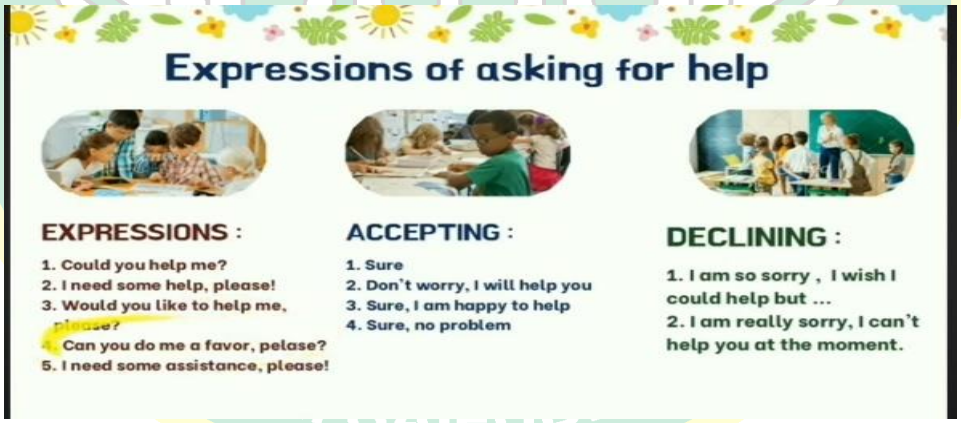
The fourth finding is based on the teacher's content, in the first observation in class XII One of the Culinary Major on August 5, 2024, from 11.30 to 12.40 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The researcher found that the teacher incorporated variety into learning by using YouTube as media to deliver the material.

Moreover, based on the second observation in class XII One of the Culinary Major on August 12, 2024, from 13.20 to 14.40 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher used different learning media, the teacher used PowerPoint text.

Furthermore, based on the fourth observation in class XII Two of the Culinary Major on August 12, 2024, from 07.20 to 08.30 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher used different learning media,the teacher used quizizz.

Picture 4. 5 The teacher explained material use Youtube content

The picture above illustrated the use of instructional media to explain the material was effective in providing variety in learning and preventing students from becoming bored with the lesson, while also enhancing their listening, looking, writing, and reading skills.



Picture 4. 6 Learning media used in the class

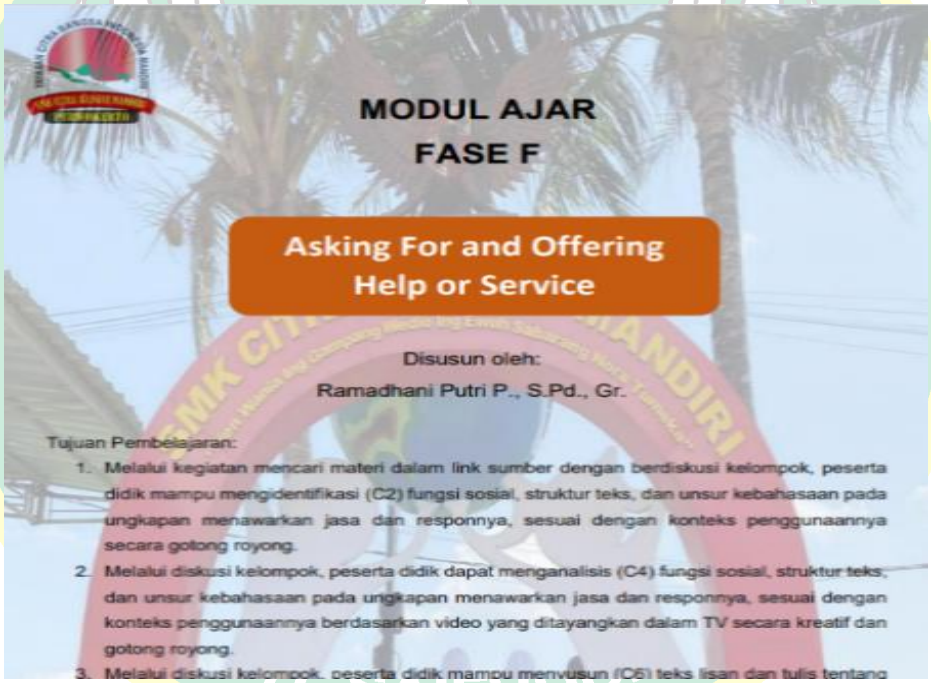
The picture above illustrated the instructional media used by teacher in the classroom. This media is utilized to provide variety in delivering lessons and aims to help students maximize their skills in thinking, observing, listening, and writing.

According to the interview results with Mrs. RP, she stated that:

> *Yes, I utilize various instructional media, including YouTube, PowerPoint presentations, and other digital tools, to enhance the delivery of course content." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that the use of learning media aimed to diversify the learning process, enhance students' interest, and prevent them from becoming easily bored.

Furthermore, based on the interview with Mrs. RP on August 12, 2024, the researcher discovered that the teacher had developed a teaching module before starting the lesson.



Picture 4. 7 Teaching module Mrs. RP

The picture above illustrated the teaching module used by the teacher as a reference during classroom instruction. This teaching module was utilized by the teacher to facilitate the delivery of material and aimed to assist in the selection of instructional content.

According to the result of the interview with Mrs. RP, Mrs. RP stated that:

> *"Teachers were not only tasked with teaching but also with preparing materials to be used in lessons. These materials, referred to as teaching modules, were subsequently uploaded to a designated website". (Translated into English). (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that of preparing materials before the start of a lesson was essential to prevent errors in delivering content and to ensure the teacher was ready to teach.

Based on the findings, the preparation of teaching modules and learning media was an activity undertaken by teachers prior to the start of lessons. This aimed to facilitate the teachers in selecting and preparing materials in advance, avoiding last-minute decisions, and ensuring a variety of teaching methods. The use of learning media helped prevent monotony in the learning process and increased students' interest in the classroom.

Based on the results, the creation of teaching materials or modules before the start of lessons was highly recommended for teachers, as it made it easier for them to begin teaching and to select the materials and learning media they wished to use. The learning material was very interesting for teachers and students during the learning process; the class could not proceed without it (Ajoke, 2017).

Moreover, the teaching module was well-organized and presented integrated language skills, including listening, speaking, reading, and writing, by providing authentic materials to engage students in realistic contexts (Munfaati *et al*., 2022).

According to Ahmad (2018), the teaching module was well-organized and presented integrated language skills, including listening, speaking, reading, and writing, by providing authentic materials to engage students in realistic contexts.

Furthermore, the use of teaching modules in learning was essential for teachers, as these modules facilitated the selection of materials and activities. The teachers created teaching modules to facilitate their learning. From these teaching modules, teachers divided the material into several sessions (Banegas and Consoli 2021).

Furthermore, the selection of instructional media was highly beneficial for teachers in delivering material, as it enhanced various student abilities, including listening, thinking, identification, and writing (Lusiani and Anindya 2021). Therefore, According to Puspitarini and Hanif (2019), Media learning made students more interested in the learning process compared to using books. Learning media served as an alternative in teaching when students could not improve their learning styles; with learning media, students remained motivated and did not become bored during the learning process.

According to Ningsih and Sari (2021), learning media functioned to visualize or explain the material being taught. Learning media also attracted students' attention during lessons and made it easier for them to understand the content. It occupied a strategic position in facilitating and accelerating the learning process. The scope of learning also became more comprehensive and efficient.

In addition to increasing students' interest in learning, the use of media is also a variation in learning that can improve students' abilities such as thinking, looking, listening, and writing. According to Almurashi (2016), using YouTube as a learning media proved useful for enhancing students' abilities, as it combined visual context with spoken language and helped develop their understanding of the lesson.

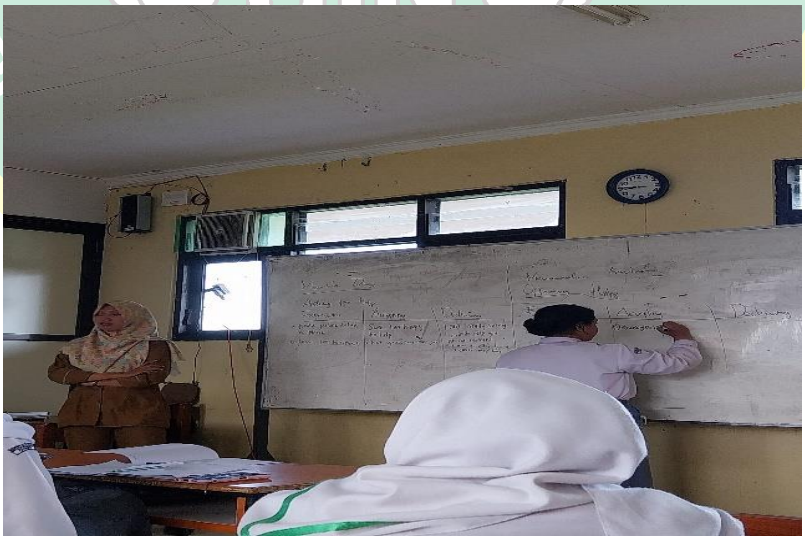
In conclusion, creating teaching modules before learning activities proved highly beneficial in supporting the material, facilitating teachers' preparation, and ensuring readiness for all learning tasks. Learning media was particularly useful in teaching, especially in enhancing students' motivation and learning skills. It served as an

alternative approach to prevent students from becoming quickly bored, while also allowing for varied explanations during lessons. These efforts aimed to ensure a smooth learning process and sustain students' engagement throughout the lessons.

b. Manner

To explain the material, teachers also needed to prepare for any possible situations in the classroom. One of these was addressing students who were not focused during the lesson. Furthermore, teacher involved students in all activities during the learning process, ensuring that they felt valued in the classroom and did not become bored. The following were the findings and discussions regarding the manners used by teachers during the researcher's observation.

The fifth finding is based on the observations in class XII of Culinary Major Two, on August 8, 2024, from 07.20 to 08.30 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The findings were from the teacher’s manner, the researcher found the teacher involved students in every learning activity by including them in examples, supervising students in all activities, and reprimanding those who did not stay focused on the lesson.



Picture 4. 8 The Teacher involved students in learning activity

The picture above illustrated that teachers consistently involved their students in learning activities. This was done to ensure that students felt valued in the classroom, rather than merely listening to explanations from the teacher.

Picture 4. 9 The Teacher supervised the class

The picture above illustrated a teacher supervising the classroom, aimed at creating a conducive learning environment and ensuring that students felt monitored during their learning.

According to the result of the interview with Mrs. RP, she stated that:

> *"I often involved students in various activities, such as creating examples and conducting ice-breaking sessions". (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that students were involved in learning activities to ensure they felt included in the process.

Moreover, based on an interview with Mrs. RP, she stated that:

> *"I closely monitored the class during each lesson, as students were not always focused on their studies and occasionally engaged in chatting". (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that classroom supervision was aimed at reducing disruptions and creating effective classroom management.

Based on the findings above, supervising the class and involving students in all classroom activities were positive actions undertaken by teachers to create a conducive classroom atmosphere. Monitoring the classroom during lessons was a necessary activity for teachers to ensure a focused learning environment, where no distractions or off-task behavior occurred, and students remained engaged in their studies.

According to Martin *et al.,* (2006), The attitude of active teachers can affect effective classroom management, therefore an active teacher who supervises the class can also create a conducive learning environment. The presence of an engaged teacher in the classroom positively contributes to student engagement. Active participation from students enhances the classroom environment, creating a more dynamic and interactive atmosphere. This is achieved not only through the delivery of instructional content but also by incorporating interactive activities such as educational games and icebreakers. These elements foster a more stimulating and participatory learning experience (Korpershoek, 2014).

Furthermore, the active teacher who supervises the classroom is an example of positive interpersonal communication behavior. This can increase motivation for students to learn foreign languages, leading to their higher perception of success and greater engagement in learning (Pishghadam *et al*., 2021). Therefore, according to Meutia (2021), students generally experience increased satisfaction when actively engaged in the learning process. Activities such as working through examples, identifying problems, and participating in educational games can foster this engagement. Additionally, such strategies can positively influence classroom management, contributing to a more effective learning environment.

According to Du *et al*. (2020), active teaching mode by the teacher serves as a comfortable approach between the teacher and

students, to guide students in their learning and provide motivation for learning from what the teacher does in the classroom.

According to Rachman (2021), students' involvement in the classroom was one way to enhance their motivation for learning. Moreover, engaging them in all activities made them happier as they were included in the learning process.

Moreover, teachers play a crucial role in enhancing students' skills. They were required to guide and provide direction to students to help them become independent and intelligent learners Syafryadin et al. (2022). Therefore, involving students in classroom activities is a way for them to enhance their skills in learning.

According to Marmoah (2017), learning can proceed smoothly when both the teacher and the students actively participate in it, one of which is through positive activities such as involving students in class activities and ice-breaking sessions. This is one way to effectively manage the class.

In conclusion, fostering student engagement through active participation in classroom activities, alongside effective supervision, contributes to a conducive learning environment. By maintaining focus and minimizing distractions, teacher can significantly enhance students' learning experiences. Active involvement by educators in orchestrating classroom dynamics and facilitating activities serves to strengthen students' abilities and concentration. These rules collectively aim to create an optimal educational setting that is both conducive to learning and aligned with principles of classroom management.

c. Rules and Routines

In the learning process, besides explaining, the teacher is also involved in other classroom activities such as ice breaking and familiarizing students with using English when asking for permission to leave the class. In this section, the strategies that the teacher uses to manage the class in terms of rules and routines are discussed.

The sixth finding is based on the first observation in class XII of Culinary Major One on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The finding was on the rules and routines that the teacher establishes during the learning process, for the routines that teachers usually do during lessons, such as games or icebreakers namely, close, keep away, and catch. For rules the teacher is getting used to asking for permission to leave the classroom using English, such as "Sorry miss, I want to ask permission to leave the class, I want to go to the toilet."

Furthermore, based on the second observations in class XII of Culinary Major Two on August 6, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher is conducting a different game, namely, clap, boom, and pen.

Picture 4. 10 Teacher involved students in ice-breaking

The picture above illustrated a teacher engaging in ice-breaking activities with students. This activity aimed to maintain the students' mood during learning, preventing boredom and introducing variety to the class through the inclusion of ice-breaking activities.

According to an interview with Mrs. RP, she stated that:

> *"I often incorporated games or ice-breakings into lessons to boost students' mood and prevent boredom during the learning process, thereby effective classroom management."*

(Translated to English). (Mrs. RP, interview of teacher's transcript, August 12, 2024).

Mrs. RP explained the purpose of ice-breaking activities or games was to maintain students' mood stability during learning. Additionally, ice-breaking activities or games served as a variation in teaching methods.

Moreover, according to an interview with Mrs. RP, she stated that:

> *"Yes, for example, when you want to ask for permission to leave, whether it's to speak to a teacher or to go to the restroom, you should use English." (Translated to English). (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained the habituation of using English for permission aims to familiarize students with these expressions, which can serve as valuable knowledge for them and be beneficial in their future careers.

Furthermore, based on the interview with Mrs. RP on August 12, 2024, the researcher found that teachers used a behavioral approach to bring themselves closer to the students. This approach aimed to ensure that students did not feel afraid of the teacher but rather respected them. She stated that:

> *"If I used a behavioral approach, it was because I wanted to get closer to them by greeting them and asking about students' condition." (Translated to English). (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that the teacher by getting to know their students, teachers entered their world. This created closeness between the teacher and the students, both within the classroom and outside of it.

Based on these findings, rules, routines, and behavior approaches were methods used by teachers to prevent learning from becoming monotonous. The rules set by teacher aimed to encourage

students to confidently speak and ask for permission in English. Additionally, activities such as games or icebreakers were routines created by teachers to make students feel comfortable in the classroom and avoid boredom. Furthermore, the behavior approach employed by teachers was to establish a close relationship with students, so that they did not perceive any distance between students and teacher.

According to Banat (2022), teacher who used the behavior approach in teaching enhanced students' social interaction and academic performance, contributing to a more inclusive and effective educational environment for all students.

The rules and routines established by the teacher were also positive activities. The rules and routines established by the teacher were the teacher's efforts to create varied learning experiences. Building rules and routines was one of the rules of teacher's classroom management in English teaching classroom (Dustova and Cotton 2015).

Based on the results, the behavioral approach emphasized direct observation of measurable and observable behavior; this approach also improved the relationship between teachers and students (Korb et al., 2015).

According to Dasaradhi et al. (2016), behaviorist theory posited that learning occurred through conditioning, making repetition of materials such as vocabulary, sentence patterns, or grammar essential in forming habits. Through frequent practice, students gradually developed automatic responses to the language patterns being taught.

This behavioral approach is effective in developing habits and basic skills in English through repetition and conditioning. A teacher who establishes a routine in the classroom is an example of this behavioral approach (Purwanti and Vania 2021).

According to Lacaze *et al*. (2012), establishing rules and routines within the classroom can create a structured and conducive

learning environment, enhance student discipline and responsibility, and improve the overall effectiveness of the instruction.

According to Gardiner (2018), rules and routines helped create a structured and safe classroom environment. The consistent routines made by the teacher helped students focus and concentrate on the tasks given. With routines in place, students learned to manage their own time and make better decisions. Consistent routines also made it easier for teachers to assess student progress and teaching effectiveness. teaching.

In conclusion, by creating rules and routines in the classroom, teachers can establish a learning structure, enhance student focus and concentration, and foster student independence in their learning. Additionally, having rules and routines in the classroom allows teacher to easily assess and evaluate students.

3. Get on with the students

Based on the observations, teacher often allowed their students to discuss with their peers, individually identified the students, and incorporated learning with games. The researcher presents research data on teacher's strategies in classroom management. The researcher found 3 teacher's strategies used in classroom management: who is who, group process, and creative adaption. The explanation is as follows:

a. Who is who

Getting to know each other between teacher and students in the classroom referred to the process of interaction and relationships that developed between the teacher and the student. One of the activities that teachers do during lessons is to try to distinguish students by names, faces, and behaviors. Sometimes teacher forgot this because they did not consider it important, but in the classroom, we needed to get to know each other between teacher and student.

The seventh finding is based on the observations in all of class XII of Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The findings were from distinguished students' names,

faces, and physiques by continuously checking attendance, even after the teacher memorized them, in supervising the class during lessons, and greeting students outside the classroom.

According to an interview with Mrs. RP, she stated that:

> *"The method used to differentiate them involved frequently taking attendance, even when their names were already known. This approach allowed me to quickly memorize their names and greet them outside of class to become more familiar with them." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that by remembering students' names, faces, and physical appearance, teachers built good relationships with their students, which enhanced the students' interest in learning.

Based on these findings remembering the names of each student in the class is one way to build a good relationship between the teacher and the students, to create effective learning and increasing student interest.

According to Gablinske (2014), as an educator, a teacher had to differentiate between conducive attitudes for sustainable growth and detrimental ones in the classroom and used that relational knowledge to create a beneficial educational experience for students. By keeping our students in mind, we understood the individual characteristics of each student to build a positive relationship between teacher and student.

A teacher who fosters strong, supportive relationships with students and possesses a deep understanding of their individual needs can significantly enhance student motivation and learning outcomes. By cultivating these positive relationships, teachers could engage in meaningful communication with students, thereby reinforcing and optimizing various facets of the learning experience (Koca, 2016).

According to Rahman et al. (2023), teacher who possess a deep understanding of their students' characteristics, interests, and learning preferences can significantly influence the effectiveness of the learning

process. By acquiring insights into these dimensions, teacher are equipped to tailor their pedagogical approaches to better align with individual and collective needs, thereby enhancing educational outcomes.

Understanding students' backgrounds enables educator to identify specific needs or learning difficulties that may impact their academic performance. This knowledge allows educator to implement targeted support strategies or modifications to address and mitigate these challenges effectively (Puncreobutr, 2016).

In conclusion, by getting to know the students, teacher can also understand the characteristics of each student. Then, teacher can motivate students in their learning and improve emotional relationships with them, making it easier for teacher to assess each student's understanding.

b. Group process

Group discussion in the classroom was a teaching method in which students were divided into small groups or large to discuss about the material or topics. One of the activities that teacher did in the classroom was to supervise students during discussion sessions by assisting those who had difficulties and monitoring the classroom to ensure a conducive discussion.

The eighth finding is based on the second observation in class XII of Culinary Major One, on August 5, 2024, from 11.30 to 12.40 in SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The findings showed that the teacher accompanied students during discussion sessions, explained the technical aspects of the discussion, and assisted students when they encountered difficulties. As a result, students felt that the discussion was not independent but rather guided by the teacher.

Picture 4. 11 The Teacher guided the discussion

The picture above illustrated that the teacher guides the discussion during learning time, with the aim that students truly engage in discussion and if there is any confusion, the teacher can guide them.

According to an interview with Mrs. RP, she stated:

> *"I frequently monitored discussion sessions to ensure that the participants were genuinely engaged in serious discussion and not joking around." (Translated to English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that the teacher guided the discussion during learning, aiming for students to truly engage in discussion, feel guided, and receive help if they were confused.

Based on these findings, the teacher's purpose in accompanying the discussion session was to ensure that the students engaged in meaningful discussions with their peers. With the class supervised, a conducive environment was created, leading to effective learning.

The classroom discussion group is designed to cultivate students' social skills and foster a learning environment where they can

engage freely with their peers through communication (Oren et al., 2024).

According to Lake (2001), by observing, teacher can ensure that all students participate actively. This helps prevent domination by a few individuals and provides an opportunity for each student to express their opinions. Teacher can use discussion sessions as an informal evaluation tool to assess students' understanding of the material. This provides insights into areas that may require further explanation or a different teaching approach.

Discussion allows students to share their understanding of the subject matter. By listening to different perspectives, students can deepen their understanding and see the material from various angles. Through discussion, students are invited to analyze, evaluate, and connect information. This helps them develop valuable critical thinking and problem-solving skills in their everyday lives (Jones, 2014).

According to Dixson (1991), discussions are instrumental in fostering active student engagement. They offer a platform for students to articulate their perspectives, pose questions, and contribute to the discourse, thereby deepening their interaction with the subject matter. In discussion sessions, students are required to communicate effectively and contribute meaningfully, which facilitates their learning in articulating their opinions.

According to Rahman *et al*. (2011), discussion facilitates the opportunity for students to address and rectify errors or misconceptions related to the subject matter. Through engaging with feedback from both peers and instructors, students enhance their comprehension and reduce the likelihood of recurring mistakes.

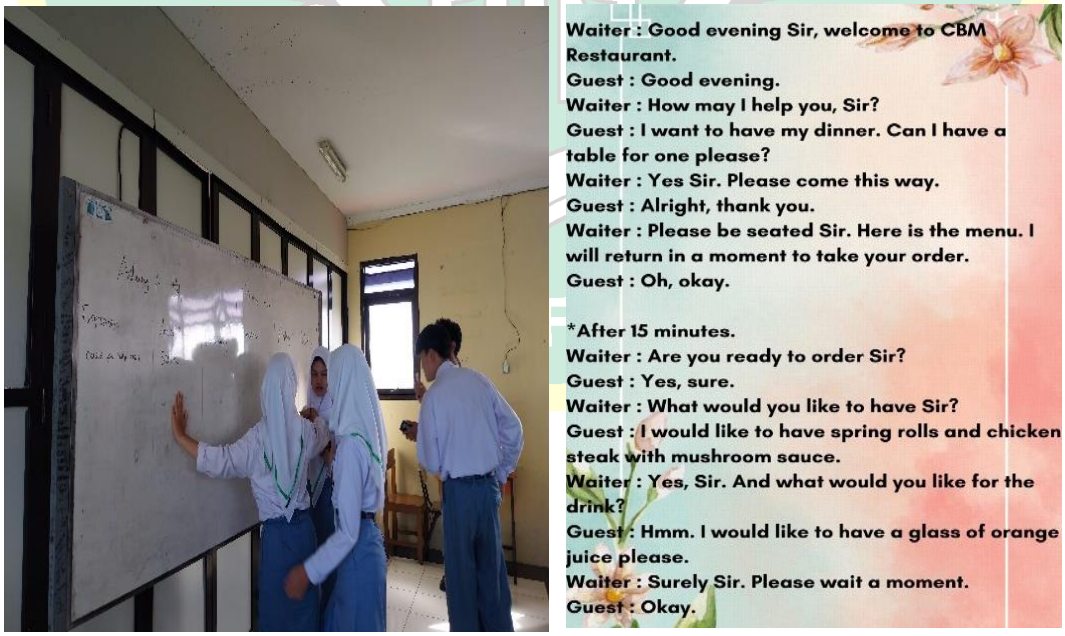
Through student discussion sessions, they can enhance their understanding by exchanging ideas and opinions with their peers. Furthermore, through these discussions, students can develop critical thinking skills and encourage active participation in the classroom.

Additionally, discussion sessions facilitate collaboration among students and help identify and address issues.

c. Creative adaption

One important role of the teacher in the classroom was the implementation of creative adaptations. Teacher who possessed strong creative adaptation skills were essential for fostering effective learning environments. By incorporating a variety of instructional methods, such as interactive games, icebreakers, and the creation of educational materials like posters, these teachers enhanced the learning process and engaged students more dynamically.

The ninth finding g is based on the observation in class XII of Culinary Major One on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The findings focused on the teacher's rules to improve students' attitudes toward learning. It was essential to involve them in every learning activity, whether through examples, games, or ice-breaking activities. Then, a poster was created to offer variety to students, ensuring they did not rely solely on note-taking from written material.



Picture 4. 12 The Teacher involved students in learning activity

The picture above illustrated a teacher engaging in identified the material from YouTube activities with students. The poster created by the teacher aimed to provide variety in learning so that students did not become bored with taking notes from the whiteboard every day.

According to an interview with Mrs. RP, she stated:

> *"To improve the mood and student engagement, I usually incorporate games or icebreakers into my teaching routine, as well as create posters containing the material." (Translated to English).* (*Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that the teacher often created simple games or ice-breaking aimed at maintaining students' focus during lessons, ensuring an effective learning process, and designed posters containing material to provide variety in instruction.

Based on these findings the teacher prepared a poster, conducted ice-breaking activities, or organized games in the classroom to provide variety and ensure that students felt happy and did not quickly become bored with learning solely through material explanations.

According to Ipek et al. (2018), teachers not only explained the material, but also paid attention to aspects such as the use of visual media, audio, discussions, group work, games, and simulations. These methods increased students' interest and motivation to learn. Monotonous learning often led to boredom, whereas variety created a more dynamic learning environment.

Every student had different learning styles, such as visual, auditory, kinesthetic, or a combination of these. By providing variety, teachers addressed the needs of various learning styles, enabling all students to better understand the material (Dilekli and Tezci, 2019). Various learning activities created by teachers allowed students to develop different skills, such as critical thinking, collaboration, communication, and problem-solving (Rifai et al. 2023).

According to Dikici (2013), variation in teaching methods reduced boredom and mental fatigue that students experienced when they were stuck in the same method all the time. Additionally, variations involving physical activities, interactive discussions, or games made students more physically and mentally active, ultimately enhancing learning outcomes.

Students engaged in various types of activities, they tended to remember information better. Different experiences helped reinforce learning and connected new information with existing experiences. Therefore, teachers were required to vary their teaching methods in the classroom (Richards, 2013).

By the teachers' implementing variations in teaching, teacher not only made the learning process more engaging but also enhanced the effectiveness of their instruction (O'connel, 2023).

According to Rostami *et al*. (2023), variations in teaching approaches stimulated creativity in both teachers and students. Creative teacher designed engaging learning experiences, while students developed new ideas when participating in different activities.

In conclusion, the teacher who has variations in teaching can enhance student engagement in learning, then can cater to students' learning styles, further improving creativity for both students and teacher, and finally developing social skills.

4. Get the students out

The teacher's final activity at the end of the lesson was to provide a summary of the material that had been taught. Then, the teacher gave feedback or motivation to the students to keep them engaged in their learning. Furthermore, the relationship between the teacher and the students extended beyond the classroom, aiming to build a positive connection. The researcher found 3 rules used in teacher's classroom management in English teaching classroom, namely concluding, positive suggestion, and relationship strategies. The following is an explanation of the findings:

a. Concluding

The teacher's activity at the end of the lesson was to provide students with a summary of the material that had been taught. This aimed to assess students' understanding of the material and served as a benchmark for the teacher at the end of the lesson.

The tenth finding is based on the observation in all of class XII of Culinary Major on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The finding was on the teacher's conclusions at the end of the teaching or when explaining, this activity is always done so that students' do not understand the explanation can understand it clearly, and even if there are still some who do not understand, the teacher will explain it again.

Picture 4. 13 The Teacher gave concluding

The picture above illustrated that the teacher provided a conclusion to the students by giving explanations and guiding them if there was anything they did not understand about the material that had been taught.

According to an interview with Mrs. RP, she stated:

> *"Concluding a lesson is often done to check whether students have understood the material that has been delivered I convey it in detail, slowly, and with a clear voice, intending for students to comprehend the material." (Translated to English) (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that providing conclusions to students helped them better understand the material being taught, and for students who did not yet understand, it led to comprehension.

Based on these finding providing a conclusion to students at the end of the lesson helped them better understand the material taught. For students who did not yet understand, this aided them in grasping the content. When the teacher explained the material slowly and clearly, students digested the explanation and comprehended it.

According to Pawlak *et al*. (2018), providing conclusions strengthened understanding. Conclusions helped students remember the main points they studied, which reinforced their comprehension of the material.

The teacher who provided the conclusion evaluated the learning. By giving a conclusion, the teacher assessed how well the students understood the material by asking questions or requesting that the students summarize what they had learned (Hanifa, 2017).

According to Cully (2015), giving conclusions improved the relationship between teachers and students. By providing conclusions, teachers engaged students more actively and made them feel more connected to the learning process.

The conclusion provided a clear framework for learning, helping students to organize information in students minds and increased a students' learning motivation (Jayapalan et al. 2024).

According to Yakymchuk (2019), the conclusion aimed to help students get used to summarizing and concluding their lessons, allowing them to develop independent learning skills that would be useful in the future. Furthermore, to Jin Wang (2011), teachers providing a summary during lessons can enhance students' learning styles in the classroom, offer material review for students who may not fully understand, and boost their motivation in learning.

In conclusions, by providing a conclusion, teacher enable students to summarize and understand the core of the material taught, thus reinforcing their grasp of concepts. Additionally, with the presence of a conclusion, students can better prepare for exams as they have a concise guide on the material they have learned.

b. Positive suggestion

One of the teacher's activities in the classroom was to provide learning motivation to students who lacked enthusiasm for studying. The teacher appreciated the students by saying "good job" to increase their motivation in class.

The eleventh finding is based on the observation in all of class XII of Culinary Major Two on August 5, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The finding was the teacher gave motivated the students so that students could be more enthusiastic about learning, then the teacher gave positive feedback to students by appreciating those who participated or were active in class, giving them additional marks.

Picture 4. 14 The Teacher gave positive suggestions

The picture above illustrated that teachers gave positive suggestions to students by providing motivation and feedback, which encouraged them to be more motivated in their learning.

According to an interview with Mrs. RP, she stated:

> *To motivate students, I mostly shared experiences. For example, during assignment sessions, I usually included stories from my own experiences. (Translated to English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that gave positive feedback to students made them feel motivated. Through the stories conveyed, they thought about and were motivated by those stories, which enhanced their learning motivation.

Based on these findings the teacher often motivated the students, both through personal experience stories and by giving direct advice. The goal was for students to understand the stories and draw conclusions from them, which would then motivate them.

According to Ajmal (2021), the teacher who provides constructive and positive feedback can enhance students' confidence. By acknowledging small achievements, students feel valued and motivated to continue their efforts.

Teachers can create a safe and supportive classroom atmosphere where students feel comfortable expressing their opinions and asking questions. A positive environment fosters a spirit of learning (Chakim and Dibdyaningsih, 2019).

According to Purnama *et al.* (2019), by the teacher's connecting the subject matter to real-life situations or students' interests, teachers can enhance the relevance of learning. This helps students understand the importance of what they are studying.

Using various teaching methods such as discussions, games, or projects can maintain students' interest. This variety encourages students to actively engage in their learning. Teachers can assist students in setting realistic and measurable academic goals. Having clear objectives helps students feel more motivated to achieve them (Kong, 2019).

According to Yuzulia (2021), teachers who demonstrate enthusiasm and dedication in their teaching can serve as role models for students. This exemplarity can motivate students to adopt similar positive attitudes. By actively listening to students' concerns and aspirations, teachers can adjust their instructional approaches. When students feel understood and valued, they are more motivated to engage in learning.

According to Fachraini (2017), celebrating students' achievements, both large and small, can provide significant emotional encouragement. Acknowledgment or recognition of their efforts can motivate students to continue striving for success.

In conclusion, teacher can create a safe and supportive classroom environment, where students feel comfortable expressing their opinions and asking questions. Additionally, providing constructive and positive feedback can enhance students' self-confidence. Furthermore, students can also view teacher as role models for motivation in learning, thanks to the encouragement they receive.

c. Relationship

Relationships within the classroom between teachers and students referred to the positive and supportive interactions that occurred between them. One of the activities that a teacher did not overlook in the classroom was maintaining the relationship with the students. Inside the classroom, the teacher carefully nurtured this relationship by playing games together. Sometimes, outside of the classroom, the teacher and students took photos together. This activity aimed to build a positive relationship with the students.

The twelfth finding is based on the observation in class XII of Culinary Major One on August 12, 2024, at SMK Citra Bangsa Mandiri Purwokerto, Banyumas was the teacher consistently built good relationships with their students by did a games or ice breaking.

Picture 4. 15 The Teacher built a good relationship

The picture above illustrated that teachers build good relationships with their students by creating a game during learning.

According to an interview with Mrs. RP, she stated:

> *To build good relationships both inside and outside of formal learning, I made sure to greet students outside of class, such as saying "morning" or "afternoon" when we met. During lessons, I shared experiences to connect with their world while maintaining boundaries and always remembering that I was still their teacher. (Translated to English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that in building an effective relationship, various methods were used as needed at the time. Mrs. RP greeted students outside the classroom and provided games or icebreaking inside the classroom. These strategies aimed to strengthen the bond between students and teachers.

Furthermore, based on an interview with Mrs. RP, she stated that:

I also engaged in activities like creating content together and taking photos in outside of class. (Translated to English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).

Mrs. RP explained that besides giving greetings outside the classroom and sharing personal experiences, Mrs. RP often received

requests to capture moments, such as taking photos together or creating content. This also impacted the maintenance of a good relationship between teacher and student.

Based on these findings, the teacher provided stories, played games or icebreakers in class, took photos, and created TikTok content to maintain good relationships with students. Additionally, these positive relationships motivated students and enhanced their enthusiasm for learning.

According to Febriyanti (2018), the teacher build good relationships with students, they can learn about each student's interests, hobbies, and challenges. This helps students feel recognized. Good relationships also create an environment where students can talk openly about lessons and their personal lives, making them feel comfortable sharing.

According to Mahyuddin (2006), the teacher fostering a positive relationship with their students, teachers can cultivate a sense of trust that encourages students to feel safe in participating in the learning process.

Establishing positive relationships can create a conducive learning environment, thereby enhancing students' interest in learning within the classroom. By fostering good relationships, students will feel comfortable collaborating and exploring ideas in the classroom (Huang *et al*. 2010).

According to Derakhshan (2015), by the teacher demonstrating positive attitudes and values, teachers serve as role models for students, inspiring them to exhibit good behavior. By fostering strong relationships, teacher not only enhance the learning environment but also support the social and emotional development of their students.

In conclusion, by establishing a good relationship with students, teacher can get to know them personally. Then, by building good communication between students and teachers, teacher can also show

empathy towards their students. Furthermore, by fostering a positive relationship, teacher can encourage student participation in class and build trust with their students.

B. The Modifications in Classroom Management by the Teacher in English Teaching Classroom at Twelfth Grade of the Culinary Major

The section in this study discussed which teacher's classroom management in English teaching classroom at grade twelfth of the Culinary Major in SMK Citra Bangsa Mandiri Purwokerto, Banyumas were modified by teacher during instruction, those are:

1. Get the students in

a. Greetings

Based on the observation in class XII of the Culinary Major One, on August 5, 2024, from 11.30 to 12.40 and from 13.20 to 14.40 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher began the learning used "Good afternoon students?" and then students responded, "Good afternoon, Mrs". Furthermore, the teacher did not ask whether the students had prayed or not because they had already prayed during the morning class.

Picture 4. 16 Modifications in greetings

The picture above illustrated that the teacher began the class used different sentences and the teacher did not ask if the students had prayed or not.

Based on the interview with Mrs. RP, she stated that:

> *"Of course, in English, the appropriate greeting varies based on the time of day, with 'good morning' used in the morning and 'good afternoon' employed for the later part of the day when teaching. Then, I do not ask because usually they already prayed in the morning." (Translated into English) (Mrs. RP interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that various greetings were used in English according to the situation while teaching and no questions were asked about whether the students had prayed, as they had already prayed during the first lesson.

In summary, the teacher used greetings in English according to the situation when teaching. In the morning, they said "good morning," and in the afternoon, they said "good afternoon." The teacher did not ask whether the students had prayed, as they had already done so during the first-class period.

b. Seating

Based on the observation in class XII of the Culinary Major Two, on August 8, 2024, from 07.20 to 08.30 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher did not give instructions to tidy up the students' seats.

According to the result of the interview with Mrs. RP, she stated that:

> *"If the students' seats were already tidy, I did not give instructions to tidy it up." (Translated into English) (Mrs. RP interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that if the seats and the classroom were tidy, the teacher did not give instructions to clean them and proceeded with the lesson.

In summary, if the chairs and classroom were tidy, the teacher did not give instructions to clean them, as they had already been cleaned before the teacher arrived.

c. Starting

Based on the observation in class XII of the Culinary Major Two, on August 8, 2024, from 07.20 to 08.30 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher had different challenges in checking the condition of the students, the challenge for the students was to mention vocabulary related to herbs and plants.

Picture 4. 17 The Teacher used different challenge to checking students' condition

The picture above showed the modified checking condition challenge from the teacher. The purpose was to increase the students' vocabulary mastery and improve their pronunciation fluency.

Based on the result of the interview with Mrs. RP, she stated that:

> *"I occasionally assigned different challenges to students to help them recall the material or vocabulary they had previously learned." (Translated into English) (Mrs. RP interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that using various challenges for students aimed to help them remember material or vocabulary they had previously learned, while also providing variety in learning.

In summary, using various challenges for students aimed to help them remember material or vocabulary they had previously learned, while also providing variety in their learning.

2. Get on with it

a. Content

Based on the fourth observation in class XII of the Culinary Major Two, on August 12, 2024, from 07.20 to 08.30 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher used different learning media, the teacher used Quizizz.

Picture 4. 18 The Teacher used the different learning media

The picture above illustrated the media used by teacher in the classroom. This media utilized to provide variety in delivering lessons.

According to the interview result with Mrs. RP, she stated that:

> *Yes, I utilize various instructional media, including YouTube, PowerPoint presentations, and other digital tools, to enhance the delivery of course content." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs, RP explained that the use of learning media aimed to diversify the learning process, enhance students' interest, and prevent them from becoming easily bored.

In summary, the use of various media in teaching was beneficial in providing variety in learning, enhancing students' interest, and preventing boredom during lessons.

b. Rules and Routines

Based on the fourth observation in class XII of the Culinary Major Two, on August 12, 2024, from 07.20 to 08.30 at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. The teacher conducted a different game, namely clap, boom, and pen.

Picture 4. 19 The Teacher used the different game

The picture above showed a teacher engaging in ice-breaking activities with students. This activity aimed to maintain the students' mood during learning, preventing boredom and introducing variety to the class by including ice-breaking activities.

According to the interview with Mrs. RP, she stated that:

> *"I usually incorporate different ice-breaking in each meeting so that they do not get bored during the learning process." (Translated into English) (Mrs. RP, interview of teacher's transcript, August 12, 2024).*

Mrs. RP explained that the purpose of ice-breaking activities or games was to served a variety of learning and to maintain students' mood in learning.

In summary, incorporating different ice-breaking in each meeting prevented boredom during learning and provided variety, which enhanced students' mood during the sessions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into three main sections: conclusions, limitation of the study, and suggestions. First, it provides a summary of the conclusions obtained by the researcher based on the data collected from the observation process that has been passed. Second, limitation of the study: this section includes a discussion of the limitations of research. Furthermore, the chapter concludes with the researcher's recommendations for teachers and suggestions for future research.

A. Conclusion

The purpose of this section was to summarize the research findings on the teacher's classroom management used in English teaching classroom in the twelfth-grade of the Culinary Major at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. After presenting and analyzing the data, it was concluded that the study focused on the rules used in classroom management. Based on the research results, twelfth findings were identified that could be used to build teacher's classroom management in English teaching classroom at SMK Citra Bangsa Mandiri Purwokerto, Banyumas. Those findings were classified into four categories, those are:

1. Get the students in (greeting, seating, and starting).
2. Get on with it (content, manner, rules, and routines).
3. Get on with the students (who is who, group process, and creative adaption).
4. Get the students out (concluding, positive suggestion, and relationship).

These rules were used by teacher during classroom learning. Furthermore, there are the teacher's modifications for the classroom management, those are: sometimes the teacher used different rules according to the learning situation, the teacher did not instruct to tidy up the students' seats, the teacher used the different challenge for checking the students' condition, the teacher used the learning media, and the teacher conducted the different game.

B. Limitation of the Study

This research had limitations, even though it was conducted to the best as it can be. During the data collection process, the researcher faced time constraints for observation and interviews. In this case, the researcher conducted 8 observations with 2 Culinary Major classes, each receiving 4 observations, to obtain information about the learning process. This occurred due to challenges in scheduling observations with a teacher's availability to be observed during their teaching. The scheduling depended on decisions made by the teachers.

C. Suggestion

After analyzing the data and drawing conclusions, the researcher offers several suggestions for both teachers and students to enhance the continuous in classroom management practices. Additionally, the researcher provides suggestions for readers and future researchers in this field.

1. **For the teachers**

   The teacher's classroom management in English teaching classroom used is following existing procedures. However, several improvements could have been made, such as incorporating out-of-classroom learning to refresh students through a change in environment. Additionally, the use of instructional media, such as projectors, could have been maximized to reduce the need for the teacher to rewrite material on the whiteboard.

2. **For further researcher**

   This research is about classroom management conducted by English teachers. The purpose of this study is to understand how teacher's classroom management in English teaching classroom for students. It is hoped that other researchers can use the findings of this research as an additional resource. Therefore, it is recommended to the next researcher to be interested in classroom management to apply and complement the imperfections of this study.

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APPENDICES

Appendix I. Preliminary Permission Letter from the University

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.5807/Un.19/D.FTIK/PP.05.3/11/2023 22 November 2023
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMK Citra Bangsa Mandiri Purwokerto
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama	: Guntur Adzaning Jagat
2. NIM	: 2017404134
3. Semester	: 7 (Tujuh)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Tahun Akademik	: 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek	: Kegiatan Pembelajaran Sekolah
2. Tempat / Lokasi	: Jl. Gerilya Barat Gg. 1A Kampoeng Pendidikan CBM Tanjung, Purwokerto 53143
3. Tanggal Observasi	: 23-11-2023 s.d 07-12-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendix II. Letter of Research Completion

YAYASAN CITRA BANGSA INDONESIA MANDIRI
SMK CITRA BANGSA MANDIRI PURWOKERTO
(Ijin Operasional: SK Kepala Dinas Pendidikan Nasional Kab. Banyumas No. 024/096/2010)
Jl. Gerilya Barat Gg. 1A Kampoeng Pendidikan CBM Tanjung, Purwokerto 53143
Telp. (0281) 7771967 email: smkkescbm@gmail.com

SURAT KETERANGAN
Nomor :09.4561/SMKCBM/XII/2023

Yang bertanda tangan di bawah ini:

Nama	: Prisillia Mutiara Sari, S.Si.,Gr
NIP	: -
Jabatan	: Kepala Sekolah
Unit Kerja	: SMK Citra Bangsa Mandiri Purwokerto
Menyatakan bahwa	:
Nama	: Guntur Adzaning Jagat
NIM	: 2017404134
Prodi/Semester	: Tadris Bahasa Inggris/ 7 (Tujuh)

Yang bersangkutan benar-benar telah melaksanakan observasi tentang "Kegiatan Pembelajaran Sekolah" pada Siswa di SMK Citra Bangsa Mandiri Purwokerto pada tanggal 23 November sampai 7 Desember 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Purwokerto, 7 Desember 2023
Kepala Sekolah

Prisillia Mutiara Sari,S.Si.,Gr
NIK.15.10.05.92

Appendix III. The Official Letter of Permission for Individual Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2394/Un.19/D.FTIK/PP.05.3/05/2024 16 Mei 2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMK Citra Bangsa Mandiri Purwokerto
Kec. Purwokerto
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama	: Guntur Adzaning Jagat
2. NIM	: 2017404134
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Cikupa, RT 003 RW 001 Tangerang, Banten
6. Judul	: Teacher's Strategies in Developing Classroom Management at SMK Citra Bangsa Mandiri Purwokerto

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

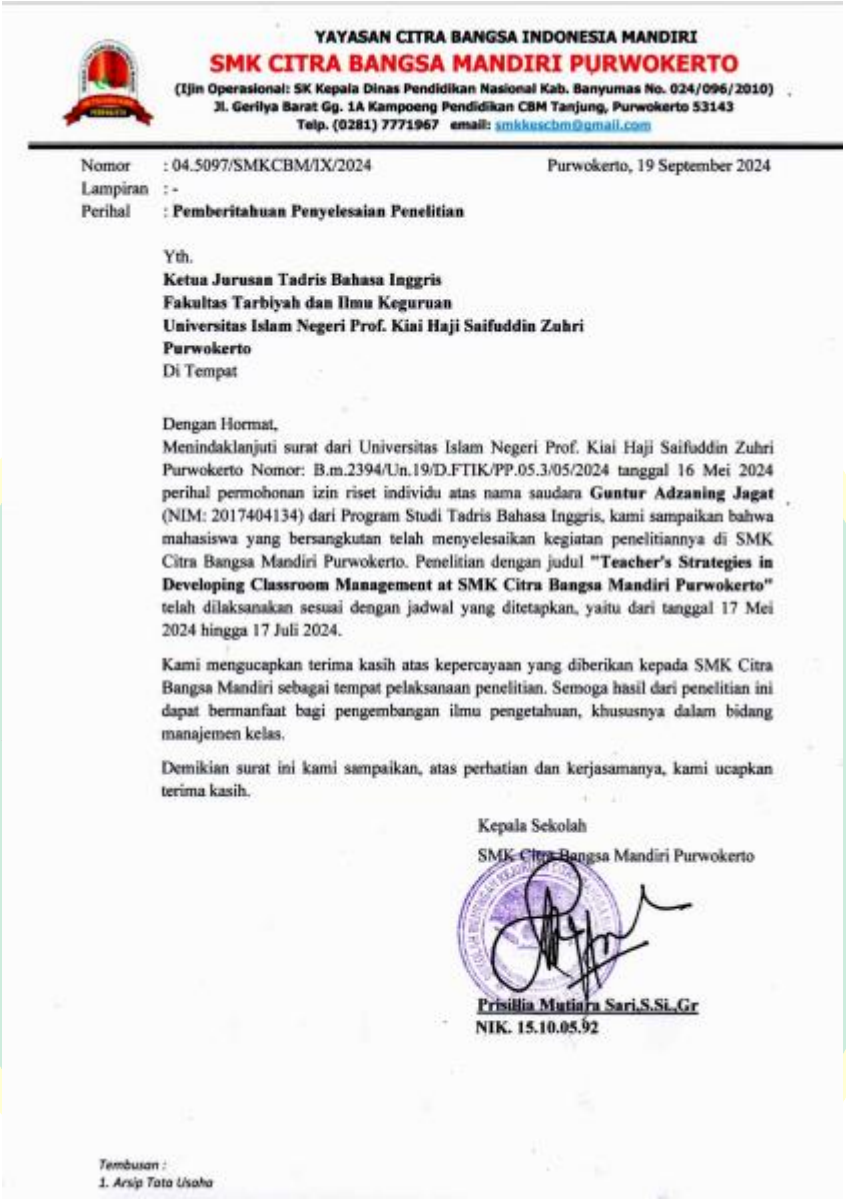
1. Objek	: Kegiatan pembelajaran Bahasa Inggris di Sekolah
2. Tempat / Lokasi	: Jl. Gerilya Barat Gg. 1A Kampoeng pendidikan CBM Tanjung Purwokerto 53143
3. Tanggal Riset	: 17-05-2024 s/d 17-07-2024
4. Metode Penelitian	: Kualitatif Deskriptif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendix IV. Letter of Individual Research Completion



YAYASAN CITRA BANGSA INDONESIA MANDIRI
SMK CITRA BANGSA MANDIRI PURWOKERTO
(Ijin Operasional: SK Kepala Dinas Pendidikan Nasional Kab. Banyumas No. 024/096/2010)
Jl. Gerilya Barat Gg. 1A Kampoeng Pendidikan CBM Tanjung, Purwokerto 53143
Telp. (0281) 7771967 email: smkkescbm@gmail.com

Nomor : 04.5097/SMKCBM/IX/2024 Purwokerto, 19 September 2024
Lampiran : -
Perihal : **Pemberitahuan Penyelesaian Penelitian**

Yth.
Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto
Di Tempat

Dengan Hormat,
Menindaklanjuti surat dari Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto Nomor: B.m.2394/Un.19/D.FTIK/PP.05.3/05/2024 tanggal 16 Mei 2024 perihal permohonan izin riset individu atas nama saudara **Guntur Adzaning Jagat** (NIM: 2017404134) dari Program Studi Tadris Bahasa Inggris, kami sampaikan bahwa mahasiswa yang bersangkutan telah menyelesaikan kegiatan penelitiannya di SMK Citra Bangsa Mandiri Purwokerto. Penelitian dengan judul **"Teacher's Strategies in Developing Classroom Management at SMK Citra Bangsa Mandiri Purwokerto"** telah dilaksanakan sesuai dengan jadwal yang ditetapkan, yaitu dari tanggal 17 Mei 2024 hingga 17 Juli 2024.

Kami mengucapkan terima kasih atas kepercayaan yang diberikan kepada SMK Citra Bangsa Mandiri sebagai tempat pelaksanaan penelitian. Semoga hasil dari penelitian ini dapat bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang manajemen kelas.

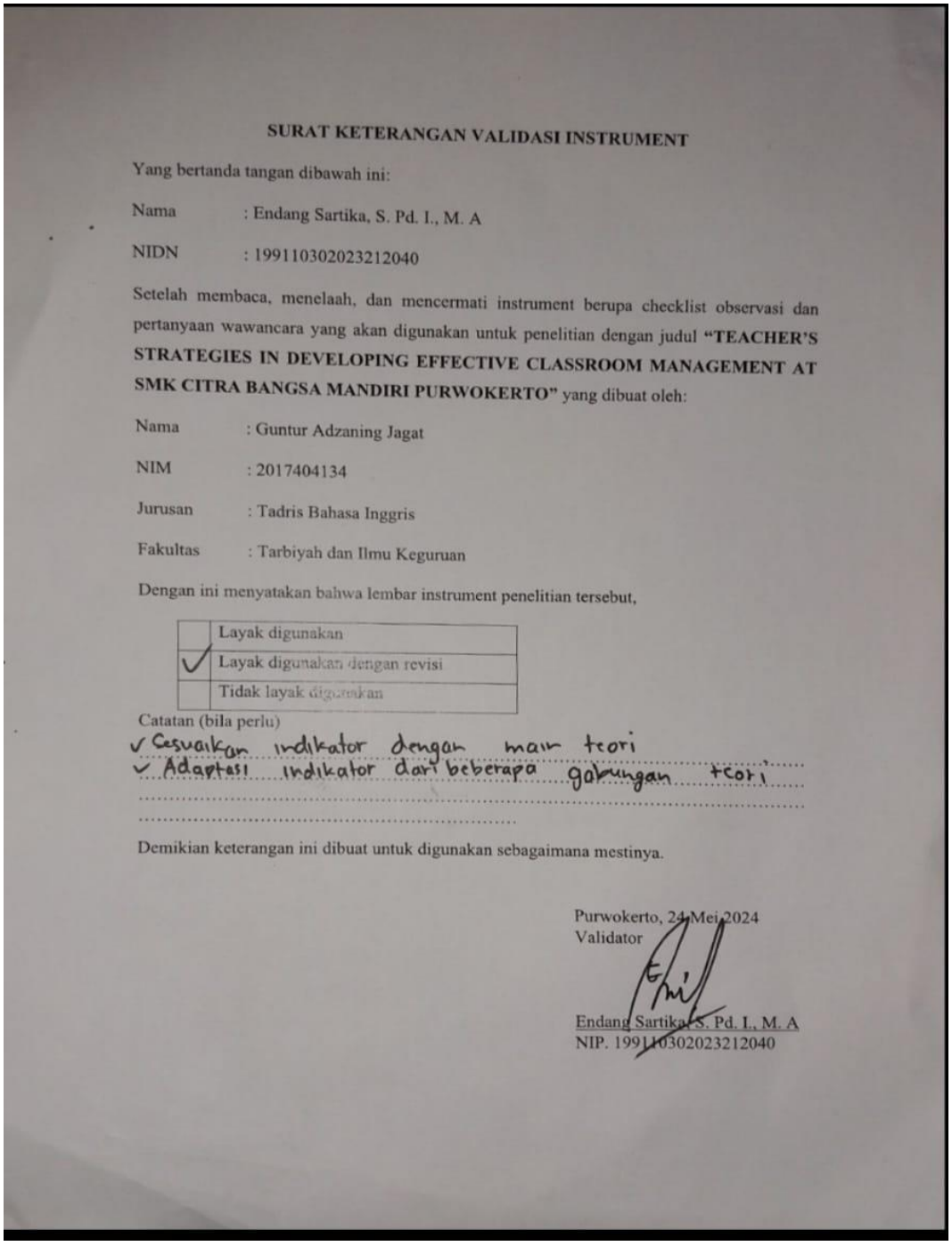
Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Kepala Sekolah
SMK Citra Bangsa Mandiri Purwokerto

Prisillia Mutiara Sari,S.Si.,Gr
NIK. 15.10.05.92

Tembusan :
1. Arsip Tata Usaha

Appendix V. Validation Sheet from Validator



SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Endang Sartika, S. Pd. I., M. A

NIDN : 199110302023212040

Setelah membaca, menelaah, dan mencermati instrument berupa checklist observasi dan pertanyaan wawancara yang akan digunakan untuk penelitian dengan judul **"TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT AT SMK CITRA BANGSA MANDIRI PURWOKERTO"** yang dibuat oleh:

Nama : Guntur Adzaning Jagat

NIM : 2017404134

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrument penelitian tersebut,

	Layak digunakan
✓	Layak digunakan dengan revisi
	Tidak layak digunakan

Catatan (bila perlu)

✓ Sesuaikan indikator dengan main teori

✓ Adaptasi indikator dari beberapa gabungan teori

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 24 Mei 2024
Validator

Endang Sartika, S. Pd. I., M. A
NIP. 199110302023212040

Appendix VI. Checklist Instrument before Accepting from Validator

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer :
Class :
Day/Date :

Topic :
School :
Time :

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)." a. The teacher prepares the material, ice breaking or games, and assessment for the students before entering the class.			
		b. The teacher sets the classroom before the beginning of the lesson. c. The teacher asks about the students' condition. d. The teacher asks the chief of the class to pray together. e. The teacher checks the students' attendance. f. The teacher starts the lesson.			
2.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)." a. The teacher develops a relationship with the engaging instruction or games. b. The teacher motivates the students.			

		c. The teacher allows students to ask about the material or anything they do not know. d. The teacher gives a conclusion for the students. e. The teacher uses an emotional-social approach.			
3.	GET ON WITH IT	"Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)." a. The teacher makes a rule for students in the classroom. b. The teacher allows students to explore the class without forgetting the rules. c. The teacher establishes a good routine in every lesson.			

4.	GET ON WITH THEM	"**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)." a. The teacher gives a variation in learning. b. The teacher allows students to discuss. "**What is going on:** Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)." a. The teacher prepares for the development of students' knowledge. b. The teacher explains the lesson. c. The teacher inserts a variation in every lesson. d. The teacher teaches according to the created teaching module.			

Appendix VII. Observation Checklist Intrument

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer :
Class :
Day/Date :

Topic :
School :
Time :

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No		Indicator	Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)." a. The teacher sets the ground rules for the class before it starts.			
		b. The teacher verifies that the space is orderly. c. The teacher ensures necessary materials are present. d. The teacher ensures the displays are set up. e. The teacher creates a happy atmosphere. f. Write the guidelines or illustration on the board. g. The teacher defines that placement and movement in the classroom are matters. h. The teacher encourages students to sit with friends to foster cooperation. i. The teacher controls the students' mental and physical states of attention. j. The teacher does games or work cards.			

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)." a. Teacher adds diversity to the lesson's main body. b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing). c. Teachers should communicate following their behavior. d. Teachers must be able to minimize problems within the classroom. e. Teacher's delivery of a lesson reflects their attitude and sends a message. f. Get students' attention before speaking. g. Teacher's set up procedures and rules for the classroom.			

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)." a. Teachers must be able to differentiate everyone by their face and name. b. The teacher's assisting the implementation of discussions. "**What is going on:** Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)." a. The teacher must quickly scan the room will reveal any possible trouble spots. b. The teacher becomes more responsive to the students. c. The teacher brings or creates posters (teaching media) containing information about learning. d. The teacher creates engaging games.			

		e. The teacher involves the students in every activity within the classroom setting.			
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)." a. The teacher gives encouraging and positive feedback. b. The teacher summarizes and provides the main ideas regarding learning. c. Teacher set for a game.			

OBSERVATION INDICATOR LIST		
No.	Indicator	References
1.	**Rules of effective classroom management:** a. Get them in (greeting, seating, and starting). b. Get them out (concluding and dismissing). c. Get on with it (content and manner). d. Get on with them (who is who and what is going on).	Laslett, R., & Smith, C. (2002). *Effective classroom management: A teacher's guide*. Routledge.
2.	**Teacher's strategies in classroom management:** a. Classroom set-up. b. Peripheral learning. c. Positive suggestion. d. Choose a new identity. e. Role play. f. Primary activation g. Creative adaption.	Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. oxford University.
3.	**Classroom management approach:** a. Power approach. b. Threat approach. c. Freedom approach. d. Cookbook approach. e. Teaching approach. f. Behavior modification approach. g. Emotional-social approach. h. Group process approach. i. Pluralistic approach.	Sunhaji. Konsep Manajemen Kelas dan Implikasinya dalam Pembelajaran. Jurnal Kependidikanan, Vol. 2 No. 2. Purwokerto: IAIN Purwokerto.
4.	**Designing effective classroom management:** a. Physical design of the classroom.	Amalia Mudianingrum, R., Sadji Evenddy, S., & Rima, R. (2019). AN ANALYSIS OF TEACHERS' CLASSROOM

	b. Rules and Routines. c. Relationship. d. Engaging and motivation instruction. e. Discipline.	MANAGEMENT IN TEACHING ENGLISH. JEES: Journal of English Education Studies, 2(1).

Appendix VIII. Observation Checklist Results

No. 1

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Guntur Adzaning Jagat
Class : XII Kuliner 2
Day/Date : Senin, 5 Agustus 2019

Topic : Asking for and offering for help
School : SMK Citra Bangsa Mandiri
Time : 7.20 - 8.50

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			greetings (salam).
		a. The teacher sets the ground rules for the class before it starts.	✓		please arrange your seat first.' Have you prayed guys!
		b. The teacher verifies that the space is orderly.	✓		please ensure that you don't sit too close, move slightly apart to maintain a neat
		c. The teacher ensures necessary materials are present.	✓		preparing the material, before entering class
		d. The teacher ensures the displays are set up.	✓		checking the readiness of students in class
		e. The teacher creates a happy atmosphere.	✓		give funny words or story
		f. Write the guidelines or illustration on the board.	✓		Brainstorming to students / give picture ~~for~~ the material. about
		g. The teacher defines that placement and movement in the classroom are matters.	✓		it's important the distance between seat A and B is crucial for ensuring comfort.
		h. The teacher encourages students to sit with friends to foster cooperation.		✗	
		i. The teacher controls the students' mental and physical states of attention.	✓		asking the student's condition
		j. The teacher does games or work cards.	✓		playing ice breaking. tebak kata-kata secara rima

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		engages with students by joking with them, explain material using the teaching media.
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		using teaching media (PPT, YT, etc)
		c. Teacher should communicate following their behavior.	✓		guru menjelaskan dialog dengan menegur siswa bila ada yang bercanda.
		d. Teacher must be able to minimize problems within the classroom.	✓		guru selalu mengontrol kelas ketika murid ribut ataupun berdiskusi.
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		guru melibatkan murid dalam setiap contoh.
		f. Get students' attention before speaking.	✓		menegur siswa yang tidak fokus atau tidak mendengarkan materi
		g. Teacher's set up procedures and rules for the classroom.	✓		memberikan ketika izin keluar kelas ke kamar mandi atau keperluan lain using English language.

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓		mendampingi (kelilling) untuk mengetahui ada kesulitan belajar pada murid.
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		Mengawasi kelas selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		Jika ada yang bertanya dijawab ada yang kurang faham di jelaskan secara perlahan.
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		using picture which make in canva
		d. The teacher creates engaging games.	✓		ice breaking (GO, back, spin)

		e. The teacher involves the students in every activity within the classroom setting.	✓		Guru melibatkan siswa dalam segala kegiatan di kelas (presensi)
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher gives encouraging and positive feedback.	✓		- Selalu memberikan kata ? motivasi kepada siswa. - jika ada yang bisa menjawab itu selalu di apresiasi
		b. The teacher summarizes and provides the main ideas regarding learning.	✓		- mengulas kembali pembelajaran tadi di akhir pembelajaran
		c. Teacher set for a game.		X	

No. 2

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Gunpur Adzaning Jagat
Class : XII kuliner 1
Day/Date : Senin, 5 Agustus 2024

Topic : Asking For and Offering For Help
School : SMK Cita Bangsa Mandiri Purwokerto
Time : 11.30 - 12.40

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher sets the ground rules for the class before it starts.	✓		Greeting. Guru mengingatkan/mengarahkan murid untuk kembali ke tempatnya masing 3
		b. The teacher verifies that the space is orderly.	✓		memastikan terdapat space untuk mudah bergerak
		c. The teacher ensures necessary materials are present.	✓		preparing the material
		d. The teacher ensures the displays are set up.	✓		checking the student's readiness in class
		e. The teacher creates a happy atmosphere.	✓		give funny words
		f. Write the guidelines or illustration on the board.	✓		Brainstorming students / give a clue about material
		g. The teacher defines that placement and movement in the classroom are matters.	✓		memastikan jalur lewat di kelas, agar mudah dilalui
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		Guru menginstruksikan untuk mengisi tempat duduk paling depan yang kosong
		i. The teacher controls the students' mental and physical states of attention.	✓		Menanyakan kabar & menanyakan kesan pesan pelajaran PKL
		j. The teacher does games or work cards.	✓		playing an ice breaking

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		explain material use teaching media. melibatkan murid dlm kegiatan pembelajaran
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		using teaching media (YT)
		c. Teachers should communicate following their behavior.	✓		menjelaskan materi, bila ada yang ribut mendengar / berbicara acuan diterima
		d. Teachers must be able to minimize problems within the classroom.	✓		mengawasi ruang kelas.
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		melibatkan murid di dlm setiap contoh
		f. Get students' attention before speaking.	✓		menegur jika ada yang tidak mendengarkan ketika penjelasan
		g. Teacher's set up procedures and rules for the classroom.	✓		membiarkan izin keluar kelas/ ke kamar mandi use English language

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓		mendampingi murid ketika ada kesulitan
		"**What is going on:** Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		mengawasi kelas selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		jika ada yang bertanya dijawab / jika ada yang kurang faham dijelaskan.
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		membuat pamplet berisi materi
		d. The teacher creates engaging games.	✓		play ice breaking (GO, Book, Spin)

		e. The teacher involves the students in every activity within the classroom setting.	✓		melibatkan siswa dlm kegiatan pembelajaran di kelas.
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)." a. The teacher gives encouraging and positive feedback. b. The teacher summarizes and provides the main ideas regarding learning. c. Teacher set for a game.	✓	✗	mengelaskan kembali ketika di akhir pembelajaran

No. 3

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Puntur Adzaning Jagat
Class : XII Kuliner 1
Day/Date : Senin, 5 Agustus 2024

Topic : kinds of foods (western, japanese, Nusantara)
School : SMK Cipta Bangsa Mandiri Purwokerto
Time : 13.20 - 14.40

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No		Indicator	Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)." a. The teacher sets the ground rules for the class before it starts.	✓		Greeting - silahkan kembali ke tempat duduk kalian rapihkan baju dan perici duduk kalian.
		b. The teacher verifies that the space is orderly.	✓		pastikan duduknya nyaman, agar tidak sulit ketika ingin berpindah
		c. The teacher ensures necessary materials are present.	✓		preparing material before entering class
		d. The teacher ensures the displays are set up.	✓		checking the student's readiness
		e. The teacher creates a happy atmosphere.	✓		Give a joker.
		f. Write the guidelines or illustration on the board.	✓		Giving a clue to brainstorming the students
		g. The teacher defines that placement and movement in the classroom are matters.		✗	
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		Guru menginstruksikan kursi yang kosong untuk diisi
		i. The teacher controls the students' mental and physical states of attention.			
		j. The teacher does games or work cards.	✓		murid di instruksikan untuk menyebutkan vocabulary tentang macam2 tanaman herbal (ginger, dll)

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		menggunakan (metode) pembelajaran yang berbeda
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		menyertakan video melalui link YT
		c. Teachers should communicate following their behavior.	✓		lelalu talkative
		d. Teachers must be able to minimize problems within the classroom.	✓		mengawasi kelas
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		memberikan musik kontemporer untuk eksplor kelas
		f. Get students' attention before speaking.	✓		Menegur jika ada yang bercanda / berbicara pada saat penjelasan
		g. Teacher's set up procedures and rules for the classroom.	✓		menerapkan use English language kepada login zoom.
3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		mendampingi murid ketika teri diskusi
		b. The teacher's assisting the implementation of discussions.	✓		
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		guru mengawasi selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		menjelaskan kembali ketika ada yang kurang faham
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		use pamflet / picture image in power
		d. The teacher creates engaging games.	✓		use breaking (clap, boom, and pen)

		e. The teacher involves the students in every activity within the classroom setting.	✓		melibatkan siswa di dlm setiap kegiatan pembelajaran
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher gives encouraging and positive feedback.	✓		memotivasi murid / mengapresiasi jika ada yang bisa menjawab
		b. The teacher summarizes and provides the main ideas regarding learning.	✓		Mengulas kembali ketika di akhir pembelajaran
		c. Teacher set for a game.	✓		tebak2an (yang bisa polang)

No. 4

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Guntur Adrianus Jagat
Class : XII kuliner 2
Day/Date : Selasa, 6 Agustus 2024

Topic : kinds of foods (western, japanish, Nusantara)
School : SMK Cita Bangsa Mandiri Purwokerto
Time : 11.30 - 12.90

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher sets the ground rules for the class before it starts.	✓		greetings. silahkan kembali ketempat duduknya dan rapikan kursi ranpat duduk kalian
		b. The teacher verifies that the space is orderly.	✓		pastikan duduknya nyaman, supaya jika kalian ingin bergerak tidak sulit
		c. The teacher ensures necessary materials are present.	✓		preparing material before entering class
		d. The teacher ensures the displays are set up.	✓		checking the display
		e. The teacher creates a happy atmosphere.	✓		Guru menciptakan suasana lucu yang membuat siswa tertawa
		f. Write the guidelines or illustration on the board.	✓		Giving a clue to brainstorming the students.
		g. The teacher defines that placement and movement in the classroom are matters.		✗	
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		guru menginstruksikan murid yang pasti duduknya rapih untuk segera menyiapkannya
		i. The teacher controls the students' mental and physical states of attention.	✓		menanyakan kabar dr English Language.
		j. The teacher does games or work cards.	✓		murid di perintahkan untuk menyebutkan vocabulary tentang macam2 tanaman herbal.

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		menggunakan metode pembelajaran yang berbeda.
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		memperlihatkan video melalui link YT
		c. Teachers should communicate following their behavior.	✓		guru selalu talkative dengan muridnya.
		d. Teachers must be able to minimize problems within the classroom.	✓		guru menlampingi / mengontrol murid ketika mengisi materi dan berdiskusi
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		guru melibatkan murid dalam setiap kegiatan pembelajaran.
		f. Get students' attention before speaking.	✓		Guru tidak mulai berbicara / menjelaskan sebelum siswa merasa gaduh.
		g. Teacher's set up procedures and rules for the classroom.	✓		membiasakan use English language. ketika ingin berbicara ...

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓		mendampingi murid ketika ada diskusi.
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		guru mengawasi kelas selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		menjelaskan kembali jika ada yang kurang faham.
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		use picture tulisan materi in class
		d. The teacher creates engaging games.	✓		ice breaking clap, boom, and pen)

		e. The teacher involves the students in every activity within the classroom setting.	✓		Guru melibatkan semua di dalam kegiatan pembelajaran.
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunbaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher gives encouruging and positive feedback.	✓		Jika ada yang bisa menjawab selalu di apresiasi
		b. The teacher summarizes and provides the main ideas regarding learning.	✓		mengulas / menjelaskan ulang sedikit pembelajaran.
		c. Teacher set for a game.		X	

No. 5

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Guntur Atsanius Jagat
Class : x a kuliner 2
Day/Date : Kamis, 8 Agustus 2024

Topic : Kinds of foods (western, Japan, and Nusantara)
School : SMK Citra Bangsa Mandiri Purwokerto
Time : 7.20 - 8.30

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			Greeting Guru menanyakan pada murid "Have you prayed guys?" Jika belum berdo'a maka ketua kelas diperintahkan untuk memimpin do'a dengan
		a. The teacher sets the ground rules for the class before it starts.	✓		use English.
		b. The teacher verifies that the space is orderly.		X	preparing material before entering class
		c. The teacher ensures necessary materials are present.	✓		checking the student's readiness and all learning items.
		d. The teacher ensures the displays are set up.	✓		
		e. The teacher creates a happy atmosphere.	✓		Guru berbicara dengan nada lantang dan penuh sehingga murid dikelas terbawa suasananya.
		f. Write the guidelines or illustration on the board.		X	
		g. The teacher defines that placement and movement in the classroom are matters.	✓		Guru menjelaskan bahwa jarak dari kursi A ke kursi B itu penting, karena agar bisa lewat atau sampang dilewati
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		Guru menginstruksikan murid yang kursi depannya kosong untuk menempatinya.
		i. The teacher controls the students' mental and physical states of attention.	✓		menanyakan kabar pada murid
		j. The teacher does games or work cards.	✓		Games diinstruksikan untuk menyebutkan kosakata tentang dessert.

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		menambahkan materi dengan sebuah percakapan.
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		use quizizz
		c. Teachers should communicate following their behavior.	✓		Mencontohkan cara sangat antusias (guru)
		d. Teachers must be able to minimize problems within the classroom.	✓		guru selalu mengontrol siswanya.
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		melibatkan murid dalam setiap pembelajaran
		f. Get students' attention before speaking.	✓		jika ada yang masih berbicara atau ngobrol ketika penjelasan guru menegurnya
		g. Teacher's set up procedures and rules for the classroom.	✓		membiasakan use English language ketika ingin berbicara sesuatu.

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓		mendampingi murid ketika ada yg diskusi / ada yang bertanya
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		guru selalu mengawasi murid ketika pembelajaran
		b. The teacher becomes more responsive to the students.	✓		menjawab / menjelaskan kembali jika ada yang bertanya.
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		creates poster / picture yang berisi conversation.
		d. The teacher creates engaging games.	✓		ice breaking (close, keep away, catch)

		e. The teacher involves the students in every activity within the classroom setting.	✓		melibatkan siswa di dalam setiap kegiatan pembelajaran
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher gives encouraging and positive feedback.	✓		selalu memberikan murid yang bisa menjawab. Menegur / mengingatkan jika ada yang berbuat salah.
		b. The teacher summarizes and provides the main ideas regarding learning.	✓		mengulas / menjelaskan ulang secara perlahan di akhir pembelajaran.
		c. Teacher set for a game.		x	

No. 6

V

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

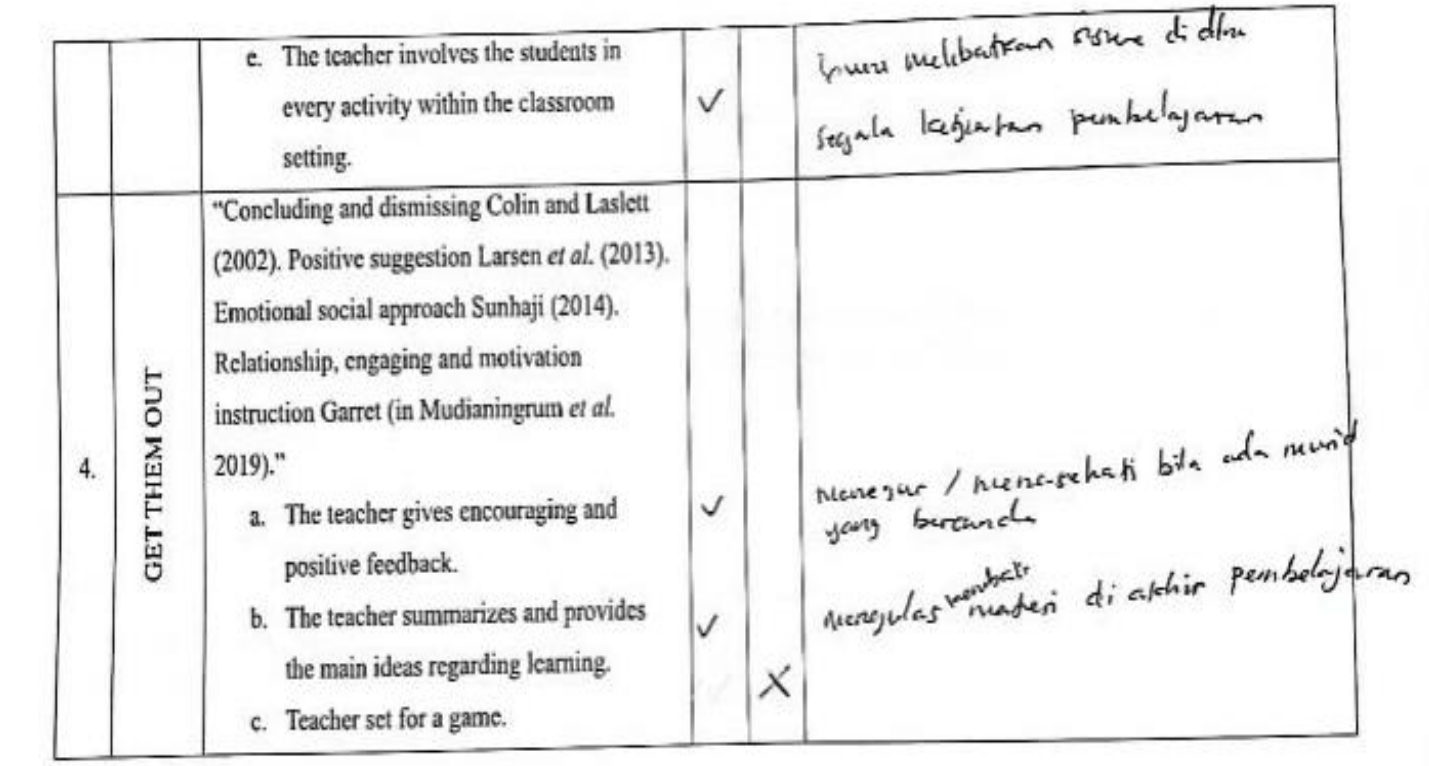
Observer : Guntur Adzaning Jagat
Class : XII Kuliner 2
Day/Date : Senin, 12 Agustus 2024

Topic : Asking and offering for help.
School : SMK Cita Bangsa Mandiri Purwokerto
Time : 7.20 - 8.50

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No		Indicator	Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			Greeting (Salam) before begin our lesson today Please arrange your seat first.
		a. The teacher sets the ground rules for the class before it starts.	✓		
		b. The teacher verifies that the space is orderly.	.	x	
		c. The teacher ensures necessary materials are present.	✓		preparing the material before entering the class
		d. The teacher ensures the displays are set up.	✓		checking the readiness of student in the class before stating the lesson.
		e. The teacher creates a happy atmosphere.	✓		give funny words or motivation to students.
		f. Write the guidelines or illustration on the board.		x	
		g. The teacher defines that placement and movement in the classroom are matters.		x	
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		changing the seating position of the students who always sits next to each other.
		i. The teacher controls the students' mental and physical states of attention.	✓		asking about the student's well-being
		j. The teacher does games or work cards.	✓		Playing an ice breaking

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		Guru tidak hanya menjelaskan materi akan tetapi menggunakan variasi media pembelajaran.
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		use quizz
		c. Teachers should communicate following their behavior.	✓		Guru sangat aktif ketika mengajar
		d. Teachers must be able to minimize problems within the classroom.	✓		Guru mengontrol murid di dlm kelas
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		melibatkan murid dalam pembelajaran mengur/ menasehati bila ada murid yang prob
		f. Get students' attention before speaking.	✓		mengur murid "attention please" ketika murid tidak fokus pada pembelajaran.
		g. Teacher's set up procedures and rules for the classroom.	✓		Membiasakan bijak menggunakan Smartphone di kelas

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓	x	
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		Mengawasi kelas selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		* menjawab ketika ada murid yang bertanya
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		use quizizz
		d. The teacher creates engaging games.	✓		ice breaking



		e. The teacher involves the students in every activity within the classroom setting.	✓		Guru melibatkan siswa di dlm segala kegiatan pembelajaran
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher gives encouraging and positive feedback.	✓		Menegur / mengingatkan bila ada murid yang bercanda
		b. The teacher summarizes and provides the main ideas regarding learning.	✓		Menegaskan kembali materi di akhir pembelajaran
		c. Teacher set for a game.		X	

No. 7

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Gunfur Adzaning Jagat
Class : XII kuliner 1
Day/Date : Senin, 12 Agustus 2024

Topic : Asking for and offering for help.
School : SMK Citra Bangsa Mandiri Purwokerto
Time : 11.30 - 12.40

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
1.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher sets the ground rules for the class before it starts.	✓		Greeting menginstruksikan untuk kembali ke tempat duduknya masing2
		b. The teacher verifies that the space is orderly.	✓		memastikan terdapat space untuk melalui bergerak
		c. The teacher ensures necessary materials are present.	✓		mengecek kan materi, ice breaking, dll sebelum masuk kelas.
		d. The teacher ensures the displays are set up.	✓		checking display card student's return
		e. The teacher creates a happy atmosphere.	✓		suasur kelas dengan menciptakan semangat
		f. Write the guidelines or illustration on the board.			
		g. The teacher defines that placement and movement in the classroom are matters.	✓		menginstruksikan jalur /space untuk mudah lewat
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		menginstruksikan untuk mengisi tempat duduk paling depan yang kosong
		i. The teacher controls the students' mental and physical states of attention.	✓		menanyakan kabar peserta atau
		j. The teacher does games or work cards.	✓		playing ice breaking

2.	GET ON WITH IT	Content and manner, Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019)."			
		a. Teacher adds diversity to the lesson's main body.	✓		explain material with Berceanda
		b. Most lessons should involve all of the skills (looking, listening, thinking, talking, reading, and writing).	✓		using ~~video~~ video
		c. Teachers should communicate following their behavior.	✓		menjelaskan materi dan menegur jika ada yang berceanda.
		d. Teachers must be able to minimize problems within the classroom.	✓		mengawasi ruang kelas
		e. Teacher's delivery of a lesson reflects their attitude and sends a message.	✓		melibatkan murid di dlm setiap contoh
		f. Get students' attention before speaking.	✓		menginstruksikan "attention please" sebelum ada yang belum fokus
		g. Teacher's set up procedures and rules for the classroom.	✓		menbiasakan 'diri kalau kelas/ kamar rusak' use English Language

3.	GET ON WITH THEM	**Who is who:** Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014)."			
		a. Teachers must be able to differentiate everyone by their face and name.	✓		
		b. The teacher's assisting the implementation of discussions.	✓		mendampingi esi diskusi
		"What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014)."			
		a. The teacher must quickly scan the room will reveal any possible trouble spots.	✓		mengawasi kelas selama pembelajaran
		b. The teacher becomes more responsive to the students.	✓		menanyakan murid jika ada yang belum paham
		c. The teacher brings or creates posters (teaching media) containing information about learning.	✓		use quizizz
		d. The teacher creates engaging games.	✓		playing ani ice breaking chicken, keep away & catch

		e. The teacher involves the students in every activity within the classroom setting.	✓		melibatkan murid di dlm setiap kegiatan
4.	GET THEM OUT	"Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum *et al.* 2019)." a. The teacher gives encouraging and positive feedback. b. The teacher summarizes and provides the main ideas regarding learning. c. Teacher set for a game.	 ✓	 ✗ ✗	teacher summarize the material

No. 8

CHECKLIST FOR OBSERVATION GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Observer : Fauzur Adzaniya Jagat
Class : XII kuliner 1
Day/Date : Senin, 12 Agustus 2024

Topic : Kinds of foods (western, Japanish, and Nusantara)
School : SMK Citra Bangsa Mandiri Purwokerto
Time : 13.20 - 14.40

RULES OF THE EFFECTIVE CLASSROOM MANAGEMENT					
No	Indicator		Yes	No	Learning Activity
I.	GET THEM IN	"Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al.* (2013). Physical design Garret (in Mudianingrum *et al.* 2019)."			
		a. The teacher sets the ground rules for the class before it starts.	✓		Greeting Siswa/siswi kembali dan merapikan tempat duduk kelas.
		b. The teacher verifies that the space is orderly.		x	
		c. The teacher ensures necessary materials are present.	✓		preparing material
		d. The teacher ensures the displays are set up.	✓		checking student's readiness
		e. The teacher creates a happy atmosphere.	✓		Membantu / menciptakan semangat pada murid
		f. Write the guidelines or illustration on the board.		x	
		g. The teacher defines that placement and movement in the classroom are matters.			
		h. The teacher encourages students to sit with friends to foster cooperation.	✓		Guru menginstruksikan untuk duduk dengan rapi dan maju / mundur sesuai arahan tempat duduk yg kosong
		i. The teacher controls the students' mental and physical states of attention.		x	
		j. The teacher does games or work cards.	✓		Menginstruksikan untuk menyebutkan vocabulary tentang dessert.

Appendix IX. The Scripts of Interview with the Teacher

QUESTION LIST FOR INTERVIEW TEACHER'S GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Mrs. Ramadhani Putri P., S. Pd., Gr.

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 15.00 – 15.45

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen *et al*. (2013). Physical design Garret (in Mudianingrum *et al.* 2019).

Q: Apakah Ibu selalu mempersiapkan segala materi sebelum ibu mengajar? Mohon berikan penjelasan Ibu apa saja yang biasanya Ibu persiapkan didalam menyusun materi?

A: Kalau menyiapkan materi sebelum mengajar sudah pasti iya, kebetulan saya di amanatin mengajar 2 jenis pembelajaran Bahasa Inggris, yang pertama Bahasa Inggris umum dan yang kedua itu Bahasa Inggris pariwisata. Kalau untuk persiapannya sendiri itu misal kalau Bahasa Inggris umum itu saya berkoordinasi dengan guru Bahasa inggris umum yang lainnya terlebih dahulu, seperti tema pembelajaran apa saja yang ingin diberikan, itu bertujuan agar nanti ketika sumatif tengah semester dan sumatif akhir semester pertanyaan ujiannya tidak berbeda-beda. Selanjutnya jika untuk Bahasa Inggris pariwisata saya berkoordinasi dengan KAPROLI perhotelan dan kuliner, jika sudah berkoordinasi barulah setelah itu saya menyusun modul ajar.

Q: Apakah Ibu selalu memberi instruksi untuk merapihkan posisi duduk siswa pada saat awal pembelajaran? Mohon jelaskan bagaimana cara Ibu menginstruksikannya?

A: Iya sering saya lakukan dalam kerapihan kelas dan kebersihan, akan tetapi tidak di setiap pertemuan, semisalkan pada salah satu pertemuan tempat duduk atau kebersihan kelas saya anggap sudah cukup bersih, saya tidak menginstruksikannya dan jika kelas tersebut terlihat kurang rapih dan kebersihannya saya anggap kurang, saya akan menanyakan siapa jadwal piket pada hari itu, dan kelas dibersihkan dan dirapihkan tempat duduknya terlebih dahulu.

Q: Apakah Ibu selalu memberi instruksi kepada siswa untuk berdo'a sebelum memasuki pembelajaran? Mohon jelaskan bagaimana ibu memberikan instruksinya?

A: Sudah pasti itu dilakukan, apalagi kalau semisal saya ada jam pembelajaran pertama pasti saya menanyakan terlebih dahulu sudah berdo'a atau belum, jika belum saya langsung menginstruksikan ketua kelas untuk memimpin do'a yang pastinya menggunakan Bahasa Inggris.

Q: Apakah Ibu selalu memberi salam sapa dan menanyakan kabar siswa pada saat awal pembelajaran? Mohon Jelaskan bagaimana langkah yang ibu terapkan dalam memberikan salam dan sapa kepada murid.

A: Sudah pasti saya lakukan, kalau semisalkan Bahasa Ingris kan ada *good morning* dan *good afternoon*, kalau untuk menanyakan kabar sendiri saya menggunakan variasi didalam bertanya, contoh: *How are you today? How is your life today? What do you do? Are you okay?* Ini bertujuan untuk memberitahu dan membiasakan siswa untuk mengenal pertanyaan-pertanyaan dasar untuk menanyakan kabar.

Q: Apakah Ibu selalu memulai pembelajaran tepat waktu? Biasanya Ibu hadir ke kelas setelah bel masuk jam pelajaran atau sebelumnya?

A: Untuk masuk atau memulai pembelajaran itu biasanya saya setelah bel karena kebetulan saya disini kebagian full jam mengajar dalam satu minggu, dan biasanya setiap jamnya itu berbeda-beda kelas dan terkadang berbeda gedung, jadi untuk memulai pembelajarannya itu setelah bel, akan tetapi jika saya ada jam pembelajaran pertama saya usahakan untuk masuk lebih awal untuk memimpin berdo'a dan tadarus besama.

B. Get on with it

1. Content and manner, Colin and Laslett (2002).

Q: Apakah Ibu selalu membuat RPP atau modul ajar pada setiap materi pengajaran? Bagaimana contohnya?

A: Ya, karena guru diminta untuk membuat dokumen pembelajaran, saya membuatnya modul ajar karena untuk sekarang ini pakai kurikulum merdeka, untuk contohnya nanti saya kirim.

Q: Apakah Ibu selalu menyiapkan sebuah games atau ice breaking yang bertujuan agar murid tidak merasa bosan di dalam kelas? Jelaskan.

A: Pasti setiap harinya saya mempersiapkan ice breaking yang saya cari di tiktok atau aplikasi lainnya, apalagi kalau saya lagi kebagian jadwal di jam terakhir pasti saya siapkan amunisi ice breaking agar anak-anak tidak bosan di dalam pembelajaran.

Q: Apakah Ibu selalu mencontohkan perilaku yang baik kepada murid Ibu pada saat mengajar? Jelaskan bagaimana ibu mencontohkan perilaku yang baik kepada murid Ibu.

A: Iya, paling simple saja seperti cara berpakaian saja, guru itu harus rapi, wangi dan minimal pada saat mengajar wajah atau muka kita itu tidak ngantuk, harus selalu ceria, sehingga anak-anak melihat gurunya juga menjadi semangat di dalam belajar.

Q: Apakah Ibu selalu menggunakan media pembelajaran di setiap pembelaran? Apa saja media yang sering digunakan tersebut?

A: Ya, kalau media pembelajaran yang paling sering digunakan oleh saya itu ada *power point text,* kalau tidak saya mengutip melalui youtube, tiktok atau quizizz juga si.

2. Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014).

Q: Apakah Ibu pernah menggunakan metode pendekatan kepada siswa yang telah disebutkan diatas? Bagaimana cara Ibu mempraktikkannya didalam kelas?

A: Kalau pendekatan yang disebutkan tadi si saya pernah denger ya, cuma kalau yang saya pakai sendiri itu *behavior approach,* cara prakteknya itu mengenal lebih dalam karakter masing-masing siswa di dalam kelas, karena tidak mudah untuk mengenal masing-masing karakter di dalam kelas, kalau dari saya caranya itu dengan berusaha masuk kedalam dunianya mereka, selalu menanyakan kabar, berbagi cerita atau pengalaman. Terkadang juga saya menganggap mereka sebagai teman jadi agar tidak ada rasa canggung ketika ngobrol atau apapun itu.

Q: Apakah Ibu selalu memberikan kebebasan kepada murid untuk mengeksplor pembelajaran di dalam kelas? Mohon jelaskan bagaimana contohnya?

A: Untuk murid mengeksplor pembelajaran dikelas sendiri itu saya bebaskan, semisal di dalam pembelajaran itu ada instruksi untuk mengindentifikasi di dalam sebuah materi teks, yang dimana di dalamnya itu terdapat macam kriteria, contohnya seperti definisi, *general structure* dari teks tersebut, *language features* dan lain sebagainya. Cara belajar siswa juga berbeda-beda, ada yang audio learner, visual learner, audio-visual learner, kinesthetic learner dan lain lain jadi saya bebaskan untuk mengekspor, makanya di dalam pembelajaran saya itu boleh menggunakan *smartphone* tapi yang bijak dalam penggunaannya.

Q: Setelah saya melakukan observasi, terdapat perbedaan kerapihan posisi bangku kelas antara kelas 12 kuliner 1 dan 2, 12 kuliner 1 terlihat rapi, sedangkan kalau dilihat 12 kuliner 2 itu terlihat acak acakan, kenapa hal tersebut bisa terjadi? bagaimana tanggapan Ibu?

A: yang jelas itu kalau dari sarana meja dan kursi dari kelas 12 kuliner 2 itu sudah berbeda ya, itu yang menjadikan terlihat tidak rapih. Penyebab selanjutnya juga dari ruang kelas kuliner 2 itu cenderung sempit, jadi terlihat seperti kurang rapih, berbeda di kelas 12 kuliner 1 dari sarana meja dan kursinya sudah memadai, dan ruang kelasnya juga agak luas, jadi itu penyebab mengapa terlihat berbeda.

3. Discipline, rules, and routines Garret (in Mudianingrum et al. 2019).

Q: Apakah ada disiplin yang dikhususkan pada murid ketika Ibu mengajar? Mohon berikan contoh disiplinnya.

A: Ada, contohnya ketika ingin izin keluar entah itu di panggil guru ataupun ingin ke kamar mandi itu harus menggunakan Bahasa Inggris.

Q: Apakah Ibu membuat sebuah peraturan-peraturan di dalam kelas? Peraturan seperti apa yang ibu buat? Jelaskan.

A: Untuk peraturan sendiri itu seperti izin ke kamar mandi menggunakan Bahasa Inggris, pada saat absensi walaupun sudah tau namanya satu persatu, saya membiasakan untuk berbicara memakai Bahasa Inggris sesuai dengan tema yang saya berikan, contohnya: untuk kelas 12 kuliner itu minggu ini saya lagi membiasakan mereka untuk melafalkan kata *"what can I do for you?"* secara lancar, jika nantinya sudah lancar maka akan saya ganti temanya.

Q: Apakah Ibu sering memantau perilaku siswa di dalam kelas? Mohon jelaskan cara untuk memantaunya.

A: Iya sering, Namanya anak jaman sekarang itu gadget tidak bisa ketinggalan ya, cara memantaunya yaitu dengan cara observasi keliling kelas agar terpantau anak tersebut main hp bener untuk

mencari materi atau untuk buka tiktok dan balas wa, makanya kalau di kelas saya sering keliling.

Q: Apakah ada rutinitas yang sering Ibu lakukan agar murid tidak merasa bosan pada saat pembelajaran? Jelaskan.

A: Rutinitasnya yaitu diajak ngobrol atau sharing cerita dan pengalaman bisa juga dengan *ice breaking* atau *game.*

C. Get on with them

1. Who is who: Choose a new identity Larsen et al. (2013). Group process approach Sunhaji (2014).”

Q: Apakah Ibu selalu memberikan variasi didalam pembelajaran? Mohon jelaskan dan berikan contohnya.

A: Pasti saya selalu memberikan variasi didalam pembelajaran tergantung pada situasinya juga, semisal saya hanya pakai itu itu saja atau menerangkan materi saja anak jadi cepat bosan. Kalau variasi yang digunakan itu misal pada topik A saya menggunakan metode pengajaran *problem-based learning* dan topic B saya menggunakan *project-based learning,* terkadang juga saya variasikan dengan *ice breaking* atau *games.*

Q: Apakah Ibu selalu memberikan kebebasan murid untuk memberikan opini dan pemikirannya terhadap pembelajaran? Mohon jelaskan bagaimana ibu memberikan kebebasan tersebut.

A: Iya pasti, contohnya itu terkadang saya memberikan kuesioner pada siswa yang berisi tentang kritik dan saran dari cara saya mengajar, apa yang perlu saya tingkatkan, dan apa yang sudah murid senangi ketika pembelajaran saya. Terus juga ketika didalam pembelajaran saya membebaskan mereka untuk bertanya ataupun beropini mengenai pembelajaran.

Q: Apakah Ibu selalu memberikan murid-murid ruang untuk berdikusi? Mohon jelaskan jenis diskusi seperti apa yang Ibu berikan.

A: Untuk diskusi sendiri itu pasti ada ya, kalau ga secara *grouping* 3-4 murid didalam satu kelompok, itu bertujuan untuk dari masing-masing siswa itu sharing pemahamannya di dalam pembelajaran.

Q: Murid disekolah ini kan sangat banyak ya Bu jumlahnya, bagaimana cara Ibu membedakannya satu persatu? Jelaskan.

A: Jadi cara membedakannya itu sering mengabsen mereka walaupun ada sudah saya kenal, sama kalo lagi di kelas itu saya orangnya observasi keliling kelas ketika mereka mencatat materi atau ketika mereka berdiskusi seperti itu, jadi saya cepet hafal nama-nama muridnya, serta menyapa ketika di luar kelas agar lebih akrab dengan mereka.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

   Q: Bagaimanakah cara Ibu dalam mengembangkan kreativitas anak di dalam pembelajaran?

   A: Kalau dari saya itu caranya dengan membebaskan siswa untuk bagaimana mereka belajar itu seperti apa, dan mencari tahu tentang materinya itu seperti apa, sama tidak lupa juga saya siapkan media pembelajaran agar mereka juga tidak bosan dengan media yang seperti itu-itu saja, nantikan dari hal itu kreativitas mereka akan terbentuk sendiri.

   Q: Apakah Ibu pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-murid Ibu? Mohon jelaskan seperti apa poster tersebut dan berikan contohnya.

   A: Pernah saya membuat poster tentang makanan-makanan yang bisa dijadikan dessert, entah itu japanish, Nusantara, atau western.

   Q: Pada saat mengajar, apakah Ibu selalu mengacu pada modul ajar atau RPP yang sudah dibuat? Jelaskan.

A: Untuk modul ajar yang sudah dibuat pasti saya mengacu pada itu, akan tetapi kembali lagi kondisional dari siswa itu seperti apa, entah moodnya lagi baik atau lagi kurang baik, kalau sekiranya dilihat kurang baik, pasti akan sisipkan dengan games, ice breaking, dan lain-lainnya agar mereka menjadi antusias dalam belajar.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen *et al.* (2013). Emotional social approach Sunhaji (2014). Relationship, engaging, and motivation instruction Garret (in Mudianingrum *et al.* 2019).

   Q: Apakah Ibu selalu memberikan motivasi kepada siswa pada saat pembelajaran? Mohon berikan penjelasan bagaimana cara Ibu memotivasinya?

   A: Kalau untuk memotivasi siswa sendiri itu saya lebih ke sharing pengalaman, contoh pada sesi penugasan itu biasanya saya sisipkan cerita pengalaman, kalau ada siswa yang ingin sharing pengalaman saya kasih waktu, nanti dari cerita-cerita tersebut siswa bisa berfikir untuk berkembang dan pasti nantinya motivasi belajar siswa jadi meningkat.

   Q: Apakah Ibu selalu membangun hubungan baik dengan siswa pada saat di dalam maupun diluar pembelajaran? Mohon berikan penjelasan bagaimana cara Ibu membangun hubungan baik tersebut?

   A: Untuk membangun hubungan baik sendiri baik di dalam maupun di luar pembelajaran pasti, misal ketika di luar jam pelajaran bertemu saya pasti saya sapa seperti *"morning"* ataupun *"afternoon"*, bikin konten bareng, dan foto bareng. Kalau semisal di dalam pembelajaran ya itu sharing pengalaman, yang bertujuan untuk terjun kedunianya mereka tapi tetap ada batasannya dan jangan di lupakan bahwasanya saya itu guru.

Q: Apakah Ibu selalu memberikan kesimpulan pada saat setelah materi atau penjelasan berakhir? Mohon berikan penjelasan bagaimana cara Ibu memberikan kesimpulan kepada murid-murid.

A: Ya saya memberikan kesimpulan pada saat di akhir pembelajaran, ini bertujuan agar murid yang belum paham menjadi paham dan yang sudah paham menjadi lebih paham tentang materi yang sudah diberikan.

Q: Bagaimana cara Ibu menyikapi atau menghadapi anak yang membuat masalah di kelas?

A: Untuk sejauh ini saya belum menemukan siswa yang membuat masalah dikelas, paling kalau semisal ada saya panggil secara personal agar tidak menjadi pukulan atau ada rasa malu bagi siswa tersebut, di panggil secara pribadi dan diberikan nasihat agar tidak mengulanginya lagi, jadi tidak di depan umum kalau dari saya caranya.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix X. The Scripts of Interview with the Students RDA

No.1

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Refi Dwi Ardianto

Class : 12 Kuliner 1

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 14.30 – 15.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya ketika kelas keliatan kurang rapih posisi tempat duduknya dan terlihat kurang bersih, Mrs. selalu meminta untuk merapihkan dan membersihkan posisi tempat duduk.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Ya, contohnya kaya *Assalamualaikum* terlebih dahulu habis itu good morning habis itu menanyakan kabar menggunakan Bahasa Inggris.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Tergantung terkadang kita itu kalau pagi ada apel biasanya berdo'a bareng-bareng disana, terkadang juga kalau belum berdo'a guru itu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin menggunakan Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: kalau di jam pertama Mrs. putri selalu dating lebih awal yah, untuk nanya sudah do'a atau belum, kalau sudah dilanjut dengan *tadarus* bersama.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu, kalau ice breaking si lebih seringnya berdiri sama baris-berbaris gitu.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Ya terkadang, biasa pakai Youtube, tapi pernah juga pake quizizz

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Kalau *Mrs* sih sering yang saya tahu untuk memberikan games, biasanya itu kaya *game* rebutan kosakata.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: Yang saya tahu si iya, kaya dari berpakaiannya rapi dan selalu ceria ketika mengajar.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman yang lainnya itu boleh, kecuali ketika ujian. Buka HP juga boleh asalkan benar untuk mencari tahu materi.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan sendiri si yang saya tahu itu ga ada, karena dari sekolah sendiri itu sudah ada peraturannya

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mentaati, tapi terkadang namanya manusia ada khilafnya.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Paling kalau yang saya tahu itu Mrs sering bikin game sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: games sih paling variasi yang saya tahu.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan kepada muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalau ada sesi diskusi pasti Mrs sering memberikan kita waktu untuk berdiskusi kaya 10 menit, 15 menit bahkan pernah sampai 30 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

   Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

   A: Kalau poster atau gambar seringnya di pelajaran Bahasa Inggris pariwisata.

   Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

   A: Setahu saya si iya. Kaya datang ke kelas tepat waktu, tapi terkadang kalau telat pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

   Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

   A: kalau setahu saya iya, kaya semisal kemarin tuh mau PKL di kasih motivasi sama nasehat, boleh begini tapi jangan begitu.

   Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Mrs Putri sih friendly banget orangnya jadi berasa kaya temen aja gitu.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Iya, kalau ada murid yang belum paham pasti dijelaskan ulang.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Kalau untuk masalah-masalah kecil sih banyak cuma kalau yang masalah besar belum ada deh kayanya, kalau yang masalah kecil kaya saya contohnya bajunya dikeluarin itu pasti di tegur.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix XI. The Scripts of Interview with the Students RASR

No.2

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Rifki Abdillah Shafa R

Class : 12 Kuliner 1

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 14.30 – 15.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya ketika kelas keliatan kurang rapih posisi tempat duduknya atau ketika kita habis ada jam kosong itu pasti bangku pasti acak-acakan, dan ketika Mrs datang pasti langsung di suruh kembali ke tempat duduknya dan disuruh rapihin lah gitu.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Ya, contohnya kaya *Assalamualaikum* pada saat memasuki kelas, habis itu good morning lalu menanyakan kabar menggunakan Bahasa Inggris.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Tergantung terkadang kita itu kalau pagi ada apel biasanya berdo'a bareng-bareng disana, terkadang juga kalau belum berdo'a guru itu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: kalau di jam pertama Mrs. putri selalu dating lebih awal yah, untuk nanya sudah do'a atau belum, kalau sudah dilanjut dengan *tadarus* bersama.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu perkelompok, kalau ice breaking si lebih seringnya berdiri sama baris-berbaris gitu.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Pakai Youtube biasanya, tapi pernah juga pake quizizz

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Kalau *Mrs* sih sering yang saya tahu untuk memberikan games, biasanya itu kaya *game* rebutan kosakata atau ice breaking supaya kita tidak ngantuk.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: kalo Mrs iya, contohnya itu kaya dari berpakaiannya rapi, wangi dan selalu ceria ketika mengajar.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman yang lainnya itu boleh, kecuali ketika ujian.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan sendiri si yang saya tahu itu ga ada, karena dari sekolah sendiri itu sudah ada peraturannya.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mentaati, karena biar belajar disiplin.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Paling kalau yang saya tahu itu Mrs sering bikin game sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: kalau mrs itu ga hanya jelasin materi, pasti ada games sih disetiap pertemuannya paling variasi yang kaya gitu yang saya tahu.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi, nyari tahu materi di google.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalau ada sesi diskusi pasti Mrs sering memberikan kita waktu untuk berdiskusi, contohnya ngasih waktu buat kita diskusi gitu.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva, habis itu biasanya dikirim ke grup kelas.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya. Datang ke kelas tepat waktu, tapi terkadang kalau telat pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya, kaya kalau kita lagi keliatan males belajar mrs itu nasihatinnya pake cara sharing cerita gitu.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Iya Mrs selalu membangun hubungan baik dengan muridnya, kaya salam sapa sama muridnya.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Iya, cara penyampainnya cukup jelas.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Kalau untuk itu kurang tahu saya, sepertinya tidak ada.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix XII.The Scripts of Interview with the Students ZH

No. 3

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Zulfanila Hafrida

Class : 12 Kuliner 1

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 14.30 – 15.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya ketika kita habis ada jam kosong itu pasti bangku kan acak-acakan, dan ketika Mrs datang pasti langsung di suruh kembali ke tempat duduknya dan disuruh rapihin gitu.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Pasti, contohnya kaya salam pada saat memasuki kelas, habis itu *good morning* atau *afternoon* lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Tergantung kalau semisal di jam pertama Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: kalau di jam pertama Mrs. putri selalu datang lebih awal yah, untuk nanya sudah do'a atau belum, kalau sudah dilanjut dengan *tadarus* bersama.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu perkelompok, ga mungkin juga pisah pisah, kalau ice breaking si lebih seringnya berdiri sama baris-berbaris gitu.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Bikin poster yang dibuat di canva yang berisikan materi, kadang dari Youtube juga, tapi pernah juga pake quizizz

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering yang saya tahu untuk memberikan games atau ice breaking, biasanya itu kaya *game* rebutan kosakata atau ice breaking kaya ngasih gerakan gitu, biar kita bergerak dan ga ngantuk.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: oh ya pasti dong, contohnya itu kaya dimulai dari berpakaiannya rapi, wangi dan selalu ceria ketika mengajar.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman yang lainnya itu boleh, apalagi nanya ke mrs nya, kecuali ketika ujian baru ga boleh.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan sendiri si yang saya tahu itu kaya cuma kalau mau izin ke kamar mandi itu harus pakai Bahasa Inggris.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba mentaati, karena biar belajar disiplin agar nanti kedepannya terbiasa dengan disiplin.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering bikin game yang seru sih, kadang kalau lagi bawa laptop atau audio box kita mendengarkan musik bersama, ketika lagi sesi menulis materi, bukan ketika sesi penjelasan.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

   Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: kalau mrs itu ga hanya jelasin materi, pasti ada games sih disetiap pertemuannya, kadang kalau ga ada games dari mrs, kita yang minta untuk diadakan games.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi, bahkan boleh nyari tahu materi di google.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya pasti sih kalo memberikan waktu untuk berdiskusi, biasanya dari mrs nya yang memberikan kaya 10 menit gitu.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya, lewat sharing cerita dan pengalaman gitu si, kadang juga kalau lagi di luar kelas ketika ingin curhat masalah pembelajaran tuh boleh banget.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Pasti dong, kaya sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, pelan ga terlalu cepat meskipun mau ada urusan.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix XIII. The Scripts of Interview with the Students DMP

No. 4

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Dhea Maulani Pradita

Class : 12 Kuliner 1

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 14.30 – 15.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, karena kan kalau di setiap kelas tuh ada jurnalnya jadi kaya di rapihkan terlebih dahulu sebelum memulai pembelajaran, terus ketika siswanya masih terlihat acak-acakan tempat duduknya ya disuruh di rapihkan.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, contohnya kaya salam pada saat memasuki kelas, habis itu *good morning* atau *afternoon* lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Tergantung kalau semisal di jam pertama Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris, kalau jam pelajaran mrs nya di jam terakhir paling di akhir pembelajarannya.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: terkadang kalau di jam pertama Mrs selalu datang lebih awal, untuk nanya sudah do'a atau belum, kalau sudah dilanjut dengan *tadarus* bersama.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu perkelompok.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: iya terkadang, tergantung dari materinya juga menurut saya, contohnya kaya bikin poster yang dibuat di canva yang berisikan materi.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering apalagi kalau jam pelajarannya di jam terakhir sudah pasti itu, kaya ngasih gerakan gitu, biar kita bergerak dan ga ngantuk.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: oh ya pasti dong, contohnya itu kaya datang ke kelas tepat waktu dan berpakaian rapi .

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman yang lainnya itu boleh, apalagi nanya ke mrs nya, kecuali ketika ujian baru ga boleh. Terkadang buka HP saja boleh untuk nyari materi.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, yang saya tahu kaya cuma dari sekolah saja. Mungkin kalau ada pun hanya pembiasaan-pembiasaan menurut saya, kaya mau izin ke kamar mandi tuh harus menggunakan Bahasa Inggris.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena biar belajar disiplin saja dari sekarang.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering bikin game yang seru sih. Kadang juga kalau semisalkan di akhir pembelajaran, dari kita tuh minta buat bikin konten bareng gitu yang lagi viral di tiktok.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

   Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

   A: kalau mrs itu ga hanya jelasin materi, pasti ada games sih disetiap pertemuannya, kadang kalau ga ada games dari mrs, kita yang minta untuk diadakan games.

   Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

   A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi, nanya ke teman dan bahkan boleh nyari tahu materi di google.

   Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

   A: Iya pasti sih kalo memberikan waktu untuk berdiskusi, biasanya dari mrs nya yang memberikan kaya 10, 20 atau 30 menit gitu.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

   Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

   A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup.

   Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya, paling kaya kalau lihat muridnya kurang semangat didalam pembelajaran pasti di nasehatin atau diberikan kata-kata motivasi agar muridnya semangat lagi.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Pasti dong, kaya sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

Appendix XIV. The Scripts of Interview with the Students PW

No. 5

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Puput Wahyuni

Class : 12 Kuliner 1

Interviewer : Guntur Adzaning Jagat

Date : Senin, 12 Agustus 2024

Time : 14.30 – 15.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, kalau ketika siswanya masih terlihat acak-acakan tempat duduknya ya disuruh di rapihkan apalagi kalau semisalkan jam pembelajaran terakhir pasti dirapihkan terlebih dahulu.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, kaya *assalamualaikum* pada saat memasuki kelas, habis itu *good morning* atau *afternoon* lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Kalau semisal di jam pertama Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris, kalau jam pelajaran mrs nya di jam terakhir paling di akhir pembelajaran do'a sebelum pulang.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: terkadang kalau di jam pertama Mrs selalu datang lebih awal, untuk nanya sudah do'a atau belum, kalau sudah dilanjut dengan *tadarus* bersama, kalau semisal ada di jam selain itu paling telat karena terkadang mrs ngajarnya di gedung sebelah.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu perkelompok, kalau ada games atau ice breaking biasanya berdiri.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya, pakai youtube gitu.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering kaya di awal pembelajaran dan pas setelah menjelaskan, kalau jam pelajarannya di jam terakhir sudah pasti itu, kaya ngasih gerakan gitu, biar kita bergerak dan ga ngantuk.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: oh ya pasti dong, contohnya itu kaya salam sapa dengan muridnya.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman yang lainnya itu boleh, apalagi nanya ke mrs nya, kecuali ketika ujian baru ga boleh.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, yang saya tahu kaya cuma dari sekolah saja. Mungkin kalau ada pun hanya pembiasaan-pembiasaan saja.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena biar belajar disiplin saja dari sekarang.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering bikin game yang seru sih, jadi tidak cepat bosan.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi, atau ga semisal kita punya pertanyaan di luar materi pun boleh bertanya.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya pasti sih kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang lebih.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya, paling kaya kalau lihat muridnya kurang semangat didalam pembelajaran pasti di nasehatin atau diberikan kata-kata motivasi agar muridnya semangat lagi.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Pasti dong kaya, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat, kalau semisal ada yang bertanya lagi juga di jawab.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

Appendix XV. The Scripts of Interview with the Students RR

No. 6

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Rizal Rahmadhani

Class : 12 Kuliner 2

Interviewer : Guntur Adzaning Jagat

Date : Selasa, 13 Agustus 2024

Time : 11.30 – 12.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, kalau ketika siswanya masih terlihat acak-acakan tempat duduknya ya disuruh di rapihkan.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, kaya *assalamualaikum* pada saat memasuki kelas, lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Kalau semisal di jam pertama Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: terkadang kalau di jam pertama Mrs selalu datang lebih awal, kalau telat masuk kelas itu izin atau bilang ke grup kelas.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ada presentasi ya kita duduk bareng-bareng gitu kumpul jadi satu perkelompok.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya, kadang pakai youtube gitu.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering kaya di awal pembelajaran terkadang pada sesi absen, atau pada saat setelah penjelasan.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: setahu saya iya, contohnya itu kaya salam sapa dengan muridnya.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman ketika sesi diskusi, kadang kalau dari kita sudah ga tahu nanya ke mrs nya.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, yang saya tahu kaya cuma dari sekolah saja.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena biar belajar disiplin sejak saja dari sekarang.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering bikin game paling itu sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh, ice breaking atau games.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya tentang kebingungan dari materi.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya pasti sih kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang 20 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya, paling dengan sharing cerita aja sih, dari cerita itu kan nanti kita jadi mikir oh harus begini dan begitu.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Pasti dong, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

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Appendix XVI. The Scripts of Interview with the Students RAE

No. 7

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Rio Alfa Efendi

Class : 12 Kuliner 2

Interviewer : Guntur Adzaning Jagat

Date : Selasa, 13 Agustus 2024

Time : 11.30 – 12.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, kalau pembelajaran mrs nya di jam terakhir pasti sebelum mulai di rapihkan terlebih dahulu.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, kaya *salam* pada saat memasuki kelas, lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Iya semisal di jam pertama, Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: Terkadang kalau di jam pertama Mrs selalu datang lebih awal untuk tadarus bersama, kalau telat masuk kelas itu izin atau bilang ke grup kelas.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ice breaking kita kegiatannya berdiri, kalau presentasi duduk bareng kelompoknya gitu.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya, kadang pakai youtube, quizizz, dan aplikasi pembelajaran lainnya gitu, cuma saya kurang tahu namanya.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering kaya di awal pembelajaran terkadang pada sesi absen, atau pada saat setelah penjelasan.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: setahu saya iya, contohnya itu kaya berdisiplin dan datang ke kelas tepat waktu gitu.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman ketika di suruh mencari tahu arti dari kosakata yang sudah diberikan.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, yang saya tahu kaya cuma dari sekolah saja.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena biar ga dihukum aja sih hehe.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering ice breaking sama game paling itu sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh, ice breaking atau games.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya gitu.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang 20 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

   Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

   A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup.

   Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

   A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

   Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

   A: Iya, paling dengan sharing cerita pengalaman aja sih.

   Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

   A: Pasti dong, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

   Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

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Appendix XVII. The Scripts of Interview with the Students ARA

No. 8

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Alisya Riskiana Amelia

Class : 12 Kuliner 2

Interviewer : Guntur Adzaning Jagat

Date : Selasa, 13 Agustus 2024

Time : 11.30 – 12.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, kalau pembelajaran mrs nya di jam terakhir pasti sebelum mulai di rapihkan terlebih dahulu, sama kalau habis ada jamkos sebelmnya pelajaran mrs tuh kan kita pasti pda duduk di bawah dan bangku pasti acak-acakan jadi sebelum mulai pasti d suruh balik ke tempat duduknya sendiri.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, kaya *salam* pada saat memasuki kelas, lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Iya semisal di jam pertama, Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: Terkadang kalau di jam pertama Mrs selalu datang lebih awal untuk tadarus bersama, kalau telat masuk kelas itu izin atau bilang ke grup kelas.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya, kalau semisal ice breaking kita kegiatannya berdiri, kalau presentasi duduk bareng kelompoknya gitu bareng-bareng.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya, kadang pakai youtube dan quizizz.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering pasti kalo mrs tuh, kaya di awal pembelajaran terkadang pada sesi absen, atau pada saat setelah penjelasan.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: Iya, contohnya itu kaya berdisiplin dan datang ke kelas tepat waktu gitu.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman ketika di suruh mencari tahu arti dari kosakata yang sudah diberikan.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, yang saya tahu kaya cuma dari sekolah saja.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena biar ga dihukum aja sih hehe.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering ice breaking, game, bikin konten bareng juga kalo ada yang lagi viral paling itu sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: Variasi kaya gimana maksudnya? Oooh kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh, ice breaking atau games.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi, contohnya ketika pembelajaran itu boleh bertanya gitu, ke mrs nya juga boleh.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang 20 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya paling dengan sharing cerita pengalaman, kalau mau curhat ke mrs juga boleh hehe.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Iya dong, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

Appendix XVIII. The Scripts of Interview with the Students ELV

No. 9

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Else Lustri Vaelani

Class : 12 Kuliner 2

Interviewer : Guntur Adzaning Jagat

Date : Selasa, 13 Agustus 2024

Time : 11.30 – 12.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

A: Iya, kalau terlihat masih acak-acakan pasti dirapihkan terlebih dahulu.

Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

A: Iya, kaya *salam* pada saat memasuki kelas, greeting, lalu menanyakan kabar.

Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Iya semisal di jam pertama, Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: Iya kalau di jam pertama Mrs selalu datang lebih awal untuk tadarus bersama, kalau dijam 4 atau 5 itu telat karena kadang ngajarnya di gedung sebelah gitu tapi itu izin atau bilang ke grup kelas dulu.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya kalau presentasi duduk bareng kelompoknya gitu bareng-bareng, kalau lagi ice breaking paling berdiri di tempat masing-masing.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya sering sih ngirimi materi pakai PPT, pakai youtube dan terkadang quizizz.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering pasti kalo mrs tuh, kaya di awal pembelajaran terkadang pada sesi absen, atau pada saat setelah penjelasan.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: Iya, contohnya itu kaya berdisiplin.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman ketika di suruh mencari tahu arti dari kosakata yang sudah diberikan, ke mrs ya juga boleh.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat antara kelas ini dan Mrs si kayanya ngga ada deh, paling kaya pembiasaan kalau mau izin keluar kelas di panggil oleh guru lain atau ingin ke kamar mandi dengan izin menggunakan Bahasa Inggris.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena agar belajar disiplin saja dari sekarang.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering ice breaking, game, bikin konten bareng juga kalo ada yang lagi viral paling itu sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: Iya kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh, terus ada ice breaking atau games.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi di dalam pembelajaran, contoh boleh bertanya, boleh menggunakan handphone tapi untuk mencari tahu materi.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang 20 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

   Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

   A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup kelas.

   Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

   A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

   Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya paling kalau semisal kalau lagi kurang semangat dalam belajar, mrs sering memberikan kata-kata motivasi dengan cara sharing pengalaman beliau.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Iya dong, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh, terkadang kalau saya lagi jualan produk dari piket kuliner, mrs sering beli.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix XIX. The Scripts of Interview with the Students DYY

No. 10

QUESTION LIST FOR INTERVIEW STUDENTS' GUIDELINES

TEACHER'S STRATEGIES IN DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT

Interviewee : Dwi Yatmi Yulisar

Class : 12 Kuliner 2

Interviewer : Guntur Adzaning Jagat

Date : Selasa, 13 Agustus 2024

Time : 11.30 – 12.00

Place : SMK Citra Bangsa Mandiri Purwokerto

A. Get them in

1. Greeting, seating, and starting Colin and Laslett (2002). Classroom set up Larsen et al. (2013). Physical design Garret (in Mudianingrum et al. 2019).

   Q: Apakah guru selalu merapihkan posisi sebelum memulai pembelajaran? Jelaskan.

   A: Iya, kalau terlihat masih acak-acakan pasti dirapihkan terlebih dahulu, apalagi kalau jam pelajaran terakhir pasti selalu dirapihkan terlebih dahulu, ga cuma tempat duduk murid saja terkadang kan di meja guru, ada dokumen jurnal, pasti d rapihkan terlebih dahulu.

   Q: Apakah guru selalu memberikan salam sapa dan menanyakan kabar terhadap murid-muridnya? Jelaskan bagaimana guru memberikan salam sapa dan menanyakan kabar terhadap muridnya.

   A: Iya, kaya *salam* pada saat memasuki kelas, mengucapkan *good morning* dan *good afternoon*, lalu menanyakan kabar.

   Q: Apakah guru selalu membiasakan untuk berdo'a sebelum memulai pembelajaran? Jelaskan bagaimana tata caranya.

A: Iya semisal di jam pertama, Mrs tuh selalu menanyakan sudah do'a atau belum, jika belum nanti ketua kelas yang akan memimpin pakai Bahasa Inggris.

Q: Apakah guru selalu datang dan memulai pembelajaran tepat waktu? Jelaskan bagaimana waktu datang dan guru tersebut memulai pembelajaran.

A: Iya kalau di jam pertama Mrs selalu datang lebih awal untuk tadarus bersama, kalau dijam 4 atau 5 itu telat karena kadang ngajarnya di gedung sebelah gitu tapi itu izin atau bilang ke grup wa kelas dulu.

Q: Apakah guru memberikan posisi duduk khusus ketika pembelajaran berlangsung, contoh: presentasi, games, ice breaking dll? Jelaskan seperti apa posisi duduknya.

A: Ya kalau presentasi duduk bareng kelompoknya gitu bareng-bareng, kalau lagi ice breaking paling berdiri di tempat masing-masing, kadang ada berbaris gitu sih kalo lagi games tebak-tebakan.

B. Get on with it

1. Content and manner Colin and Laslett (2002). Power, threat, freedom, pluralistic, behavior and modification approach Sunhaji (2014). Discipline, rules, and routines Garret (in Mudianingrum *et al.* 2019).

Q: Apakah guru selalu menggunakan media pembelajaran dengan baik? Apa saja media pembelajarannya?

A: Iya sering pakai youtube dan terkadang quizizz.

Q: Apakah guru selalu memberikan game atau ice breaking pada saat pembelajaran? Game atau ice breaking seperti apa? Jelaskan.

A: Sering pasti kalo mrs tuh, kaya di awal pembelajaran terkadang pada sesi absen, atau pada saat setelah penjelasan.

Q: Apakah guru selalu memberikan contoh sikap yang baik kepada muridnya? Jelaskan contoh sikap yang baik dari guru tersebut.

A: Iya, contohnya itu kaya berdisiplin.

Q: Apakah guru selalu memberikan kebebasan kepada muridnya untuk mengeksplor di dalam pembelajaran? Jelaskan seperti apa kebebasan yang diberikan oleh guru.

A: Iya, kalau Mrs membebaskan muridnya si, semisal kita mau bertanya ke teman ketika di suruh mencari tahu arti dari kosakata yang sudah diberikan, ke mrs ya juga boleh.

Q: Apakah ada peraturan yang dibuat oleh guru dan disepakati bersama di dalam kelas? Jelaskan peraturan seperti apa dan berikan contohnya.

A: Kalau untuk peraturan yang dibuat paling kaya pembiasaan kalau mau izin keluar kelas di panggil oleh guru lain atau ingin ke kamar mandi dengan izin menggunakan Bahasa Inggris.

Q: Apakah kamu selalu mentaati peraturan yang telah dibuat tersebut? Mengapa kamu selalu mentaati peraturan tersebut.

A: Ya mencoba untuk mentaati, karena agar belajar disiplin saja dari sekarang.

Q: Apakah ada rutinitas yang sering dilakukan bersama-sama ketika pembelajaran berlangsung? Jenis rutinitas seperti apa yang sering dilakukan bersama? Jelaskan.

A: Mrs sering ice breaking, game, bikin konten bareng juga kalo ada yang lagi viral di tiktok paling itu sih.

C. Get on with them

1. Who is who: Choose a new identity Larsen *et al.* (2013). Group process approach Sunhaji (2014).

Q: Apakah guru selalu memberikan variasi didalam pembelajaran? Jelaskan variasi seperti apa yang biasanya digunakan di dalam pembelajaran.

A: Iya kalau mrs itu ga hanya jelasin materi, kadang melibatkan murid nya untuk dijadikan contoh, terus ada ice breaking atau gamesnya juga.

Q: Apakah guru memberikan kesempatan kepada muridnya untuk memberikan opini dan pemikirannya terhadap pembelajaran? Jelaskan seperti apa dan berikan contohnya.

A: Iya Mrs selalu memberikan kesempatan ke muridnya untuk bebas berekspresi di dalam pembelajaran, contoh boleh bertanya, boleh menggunakan handphone tapi untuk mencari tahu materi.

Q: Apakah guru selalu memberikan waktu untuk muridnya berdiskusi kelompok? Jelaskan seperti apa dan berikan contohnya.

A: Iya kalo memberikan waktu untuk berdiskusi, ya biasa kaya ngasih waktu gitu 15 menit kadang 20 menit.

2. What is going on: Peripheral learning, role play, primary activation, creative adaption Larsen *et al.* (2013). Cookbook and teaching approach Sunhaji (2014).

Q: Apakah guru pernah membuat sebuah poster atau tulisan yang berisikan kosakata agar meningkatkan pengetahuan kosakata murid-muridnya? Jelaskan seperti apa dan berikan contohnya.

A: Pernah kalau poster atau gambar yang dibuat di canva yang berisi materi, terus nanti di kirim lewat WA grup kelas.

Q: Apakah guru selalu mentaati peraturan-peraturan yang telah dibuat? Jelaskan.

A: Iya pasti kalau mrs tuh, datang ke kelas tepat waktu, tapi terkadang kalau telat atau ga hadir pun ngabarin di grup kelas.

D. Get them out

1. Concluding and dismissing Colin and Laslett (2002). Positive suggestion Larsen et al. (2013). Emotional social approach Sunhaji (2014). Relationship, engaging and motivation instruction Garret (in Mudianingrum et al. 2019).

Q: Apakah guru selalu memberikan motivasi didalam setiap pembelajaran? Jelaskan motivasi seperti apa yang guru berikan kepada muridnya.

A: Iya paling kalau semisal kalau lagi kurang semangat dalam belajar, mrs sering memberikan kata-kata motivasi dengan cara sharing pengalaman beliau, kalau semisal pengen curhat pribadi juga bisa hehe.

Q: Apakah guru selalu membangun hubungan yang baik kepada murid-muridnya? Bagaimana cara guru tersebut membangun hubungan baik antara guru dan murid?

A: Iya dong, sering tegur sapa sama muridnya, pokoknya friendly banget mrs tuh, terkadang kalau saya lagi jualan produk dari piket kuliner, mrs sering beli, salam sapa juga.

Q: Apakah guru selalu membuat kesimpulan di dalam setiap penjelasan atau ketika materi berakhir? Bagaimana menurutmu cara penyampaian kesimpulannya? Jelaskan.

A: Pasti di akhir pembelajaran, cara penjelasannya itu enak, suaranya jelas, dan pelan ga terlalu cepat.

Q: Adakah murid dikelas yang selalu membuat masalah? Bagaimana cara guru tersebut menanganinya?

A: Sepertinya ada cuma siapanya saya kurang tahu.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Appendix XX. Teacher's Teaching Module

DOCUMENTATION

Teacher : Mrs. Ramadhani Putri P., S. Pd., Gr.

Data found : Monday, August 12, 2024

Time found : 10.30 AM

Location found : SMK Citra Bangsa Mandiri Purwokerto, Banyumas Teacher's Room

Document : Teaching Module

Satuan Pendidikan	:	SMK Citra Bangsa Mandiri Purwokerto
Bidang Keahlian	:	Pariwisata
Program Keahlian	:	Kuliner
Konsentrasi Keahlian	:	Kuliner
Mata Pelajaran	:	Bahasa Inggris Pariwisata
Topik	:	Asking for and Offering Help or Service
Kelas/Fase	:	XII/F
Tahun Ajaran	:	2024/2025
Alokasi JP	:	12 JP X 45 menit
Penyusun	:	Ramadhani Putri P., S.Pd., Gr.

A. INFORMASI UMUM

1. PROFIL PELAJAR PANCASILA

a. Beriman dan bertaqwa kepada Tuhan YME dan berakhlak mulia
b. Berkebhinekaan Global
c. Gotong Royong
d. Mandiri
e. Kreatif
f. Bernalar Kritis

2. SARANA DAN PRASARANA

a. Laptop
b. Speaker
c. Alat tulis
d. Smartphone

3. TARGET

Seluruh peserta didik kelas XI konsentrasi keahlian perhotelan.

4. MODEL PEMBELAJARAN

Problem Based Learning

5. ALOKASI WAKTU

12 JP X 45 menit

B. TUJUAN PEMBELAJARAN

1. Melalui kegiatan mencari materi dalam link sumber dengan berdiskusi kelompok, peserta didik mampu mengidentifikasi (C2) fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya secara gotong royong.	2 JP
2. Melalui diskusi kelompok, peserta didik dapat menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya berdasarkan video yang ditayangkan dalam TV secara kreatif dan gotong royong.	2 JP
3. Melalui diskusi kelompok, peserta didik mampu menyusun (C6) teks lisan dan tulis tentang menawarkan jasa dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai dengan konteks penggunaannya berdasarkan gambar ilustrasi yang ditayangkan dalam TV secara kreatif dan gotong royong.	4 JP

4. Melalui kegiatan diskusi kelompok, peserta didik mampu mempresentasikan (C6) teks lisan dan tulis tentang menawarkan jasa dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai dengan konteks penggunaannya berdasarkan gambar ilustrasi yang ditayangkan dalam TV secara percaya diri dan gotong royong.	4 JP

C. MATERI PEMBELAJARAN

1. Asking for help is a way and an expression to ask for help to someone. The purpose is to ask for assistance.

   Formal expression to ask for help:

   a. May you help me?
   b. Would you like to help me?
   c. Could you please give me a hand?
   d. Would you mind to help me?

   Informal expression to ask for help:

   a. Can you help me?
   b. Can you give me a hand?
   c. Can you please come to my house?

2. Offering help is a way and an expression to suggest or to offer help to someone who needs it. The purpose is to offers assistance.

   Formal expression to ask for help:

   a. May I help you?
   b. May I be of assistant?
   c. Would you like/need any help?
   d. Is there anything I can do for you?
   e. Perhaps I could assist in some way

3. Accepting help or service

FORMAL

- That would be great, thank you so much
- That's extremely kind/good/thoughtful of you
- Thank you, It's very kind of you
- That is so nice of you, thank you

INFORMAL

- Yes, please
- Yes, please. I really appreciate it
- Yes, if you don't mind
- Just what I needed!

4. Refusing help or service

FORMAL

- It's very good of you to offer, but I will manage it my own.
- I'm very grateful for your offer but ....
- Please don't trouble yourself
- That's extremely kind of you, but....

INFORMAL

- No, thank you
- Don't worry I can help myself
- Don't worry I will do it myself
- Thanks, but I prefer not bothering you
- I appreciate that but I can do it myself
- Please don't be bother yourself

Waiter : Good evening Sir, welcome to CBM Restaurant.
Guest : Good evening.
Waiter : How may I help you, Sir?
Guest : I want to have my dinner. Can I have a table for one please?
Waiter : Yes Sir. Please come this way.
Guest : Alright, thank you.
Waiter : Please be seated Sir. Here is the menu. I will return in a moment to take your order.
Guest : Oh, okay.

*After 5 minutes.
Waiter : Are you ready to order Sir?
Guest : Yes, sure.
Waiter : What would you like to have Sir?
Guest : I would like to have spring rolls and chicken steak with mushroom sauce.
Waiter : Yes, Sir. And what would you like for the drink?
Guest : Hmm. I would like to have a glass of orange juice please.
Waiter : Surely Sir. I will repeat your order sir. Spring rolls and chicken steak with mushroom sauce. And a glass of orange juice.
Guest : Okay.

*After 20 minutes.
Waiter : Here are your foods Sir. If you have addition menu just call me sir. Enjoy your dinner.
Guest : Sure, thank you.

*After the guest has finished eating,
Guest : Excuse me.
Waiter : Yes Sir.
Guest : May I have the bill?
Waiter : Here is your bill Sir. You may pay in the cashier by cash, debit, or credit card.
Guest : Okay, thank you.
Waiter : You are welcome Sir and thank you for visiting our restaurant.

D. LANGKAH – LANGKAH PEMBELAJARAN

Pertemuan 1

TAHAP	KEGIATAN	ESTIMASI WAKTU
Kegiatan Awal	1. Melaksanakan test diagnostic. 2. Peserta didik dengan bimbingan guru: • Mengucapkan salam dan tegur sapa. • Berdoa, presensi atau mengabsen siswa tentang kehadiran siswa di kelas, menyiapkan suasana belajar yang kondusif, menanyakan tentang kebersihan kelas. • Bertanya jawab tentang tempat atau objek di sekitar kita untuk diarahkan tentang materi yang akan kita diskusikan. • Menyebutkan tujuan pembelajaran. • Menyebutkan kegiatan belajar yang akan dilakukan. • Menyebutkan sistem penilaian selama pembelajaran.	15 menit
Kegiatan Inti	1. Peserta didik berdiskusi secara berpasangan. 2. Peserta didik diputarkan sebuah video melalui link youtube yang sudah dibagikan tentang greeting (https://youtu.be/OWcdk2KEyjU?si=soX_AswhzbmRPDxs). 3. Melalui link youtube yang diberikan, peserta didik dapat mengidentifikasi *definition, purpose, generic structure*, dan *language feature* dari materi *asking for and offering help or service*. 4. Peserta didik melengkapi LKPD yang sudah diberikan dengan cara berdiskusi.	65 menit
Kegiatan Penutup	Peserta didik dengan bimbingan guru: • Mendapatkan umpan balik terhadap proses pembelajaran. • Membahas kesulitan dalam melakukan aktivitas pembelajaran setelah melalui ruang diskusi kelompok. • Menyimpulkan proses dan hasil pembelajaran, serta kesan yang didapat.	10 menit

	• Memberikan pekerjaan rumah secara individu. • Penutup dengan memberikan kata-kata bijak dan berdoa	

Pertemuan 2

TAHAP	KEGIATAN	ESTIMASI WAKTU
Kegiatan Awal	1. Melaksanakan test diagnostic. 2. Peserta didik dengan bimbingan guru: • Mengucapkan salam dan tegur sapa. • Berdoa, presensi atau mengabsen siswa tentang kehadiran siswa di kelas, menyiapkan suasana belajar yang kondusif, menanyakan tentang kebersihan kelas. • Bertanya jawab tentang tempat atau objek di sekitar kita untuk diarahkan tentang materi yang akan kita diskusikan. • Menyebutkan tujuan pembelajaran. • Menyebutkan kegiatan belajar yang akan dilakukan. • Menyebutkan sistem penilaian selama pembelajaran.	15 menit
Kegiatan Inti	1. Peserta didik berdiskusi secara berpasangan seperti pertemuan sebelumnya. 2. Melalui link youtube yang diberikan, peserta didik dapat menganalisis *definition, purpose, generic*	65 menit

	structure, dan *langusge feature* dari materi *asking for and offering help or service*. 3. Melalui link youtube yang diberikan, peserta didik dapat menganalisis ungkapan – ungkapan *reservation walk in guest*. 4. Peserta didik membuat dialogue tentang check in di sebuah hotel dengan cara diskusi.	
Kegiatan Penutup	Peserta didik dengan bimbingan guru: • Mendapatkan umpan balik terhadap proses pembelajaran. • Membahas kesulitan dalam melakukan aktivitas pembelajaran setelah melalui ruang diskusi kelompok. • Menyimpulkan proses dan hasil pembelajaran, serta kesan yang didapat. • Memberikan pekerjaan rumah secara individu. • Penutup dengan memberikan kata-kata bijak dan berdoa	10 menit

Pertemuan 3 dan Pertemuan 4

TAHAP	KEGIATAN	ESTIMASI WAKTU
Kegiatan Awal	1. Melaksanakan test diagnostic. 2. Peserta didik dengan bimbingan guru: • Mengucapkan salam dan tegur sapa.	15 menit

	• Berdoa, presensi atau mengabsen siswa tentang kehadiran siswa di kelas, menyiapkan suasana belajar yang kondusif, menanyakan tentang kebersihan kelas. • Bertanya jawab tentang tempat atau objek di sekitar kita untuk diarahkan tentang materi yang akan kita diskusikan. • Menyebutkan tujuan pembelajaran. • Menyebutkan kegiatan belajar yang akan dilakukan. • Menyebutkan sistem penilaian selama pembelajaran.	
Kegiatan Inti	Peserta didik mengkomunikasikan dialogue yang telah dibuat dengan gesture yang sesuai layaknya seorang *waiter* dan *guest* dalam sebuah hotel dengan percaya diri.	65 menit
Kegiatan Penutup	Peserta didik dengan bimbingan guru: • Mendapatkan umpan balik terhadap proses pembelajaran. • Membahas kesulitan dalam melakukan aktivitas	10 menit

	pembelajaran setelah melalui ruang diskusi kelompok. • Menyimpulkan proses dan hasil pembelajaran, serta kesan yang didapat. • Memberikan pekerjaan rumah secara individu. • Penutup dengan memberikan kata-kata bijak dan berdoa	

E. ASSESSMENT

1. Jenis Assessment

a) Tes diagnostic

- What will you say if you meet someone between 00.00 – 12.00?
- What do you say if you meet someone between 12:00 – 18:00?
- What do you say if you meet someone between 18.00 – 24.00?

b) Formatif

Terlampir

c) Sumatif

Terlampir

2. Bentuk Assessment

a) Penilaian Sikap

Observasi, penilaian teman sebaya, penilaian diri

b) Penilaian Pengetahuan

Esai

c) Penilaian Keterampilan

Presentasi (Speaking)

F. LAMPIRAN

1. Bahan Ajar

2. Media Pembelajaran

3. Assessment

4. Daftar Pustaka

LAMPIRAN – LAMPIRAN

1. **MEDIA PEMBELAJARAN**

Asking for help / service
Formal expression
Could you + verb1 + …
Would you mind to + verb1 + …
For example:
Could you help me please?
Could you open the door for me?
Would you mind to pick my brother at school?
Could you please give me a hand?
Asking for help / service
Informal expression
can you + verb1 + …
For example:
Can you help me?
Can you please give me a hand?
Can you buy me some food?

More example:

1. Can you give me a hand with this?
2. Could you help me for a second?
3. I wonder if you could help me with this?
4. I can't manage. Can you help?
5. Give me a hand with this, will you?
6. Could you spare a moment?
7. I need some help, please.

1. *Phrase 1 is quite a direct question to use with friends and people who you know quite well.*
2. *Phrase 2 is more polite. We include the words 'for a second' to show that we don't need a lot of help and that it will not be difficult.*
3. *Phrase 3 is polite and can be used with people you don't know very well, or with your boss.*
4. *Phrase 4 is quite direct, and the focus is that you really need help. It's quite strong.*
5. *Phrase 5 shows you have a big problem. You are desperate for help. Phrases 5 is direct requests for help.*
6. *We use phrase 6 to show that we respect that the other person is really quite busy and to say that they will only need to help you for a short time.*
7. *Phrase 7 is a direct question and the asker does not expect the listener to say no.*

Offering for help / service

Definition

Asking someone what they would like to us to do to help

Purpose

To give solution for others so the problem can be solved easily

Offering for Help / Service

When you're not sure if the person needs help:

- Do you need some help?
- Do you want me to put this up there?

In business situation

- I'd be happy to ...

In a very formal situation

- May I offer you some help?

Offering for Help / Service

When you're pretty sure the person will give you a help:

- I'll help you then!
- I'll hold this for you.

When you want to be a little polite, but still friendly:

- Let me do it for you.
- Let me help you.

K.H. SAIFUDDIN

Accepting an Offer

NEUTRAL	INFORMAL	FORMAL
• That's very kind of you. • Yes, please. • If you're sure it's no trouble.	• Cheers! • Thanks very much. • Just what I needed ...! • Lovely! / Great!	• You're most kind. • That's extremely kind/good/thoughtful of you.

Refusing an Offer

NEUTRAL	INFORMAL	FORMAL
• No, thank you. • No, really, I can manage. • That's very kind f you, but ... • No, it's all right, really. • Thank you for offering, but ... • No, don't bother, really.	• No, it's OK. Thanks • Thanks a lot, but ... • Nice thought, but ... • No, don't worry.	• It's very good of you to offer, but ... • Please don't trouble yourself about ... • That's extremely kind of you, but ... • I'm very grateful for your offer. However, ...

PROF. K.H. SAIFUDDIN ZUHRI

How important is

it to ask or offer

some help?

LET'S WATCH IT !!!!

Practice

1. Tourist : Good morning, would you mind telling me the way to ABC hospital?
   Someone : It is nearby. Can i give you a ride?
   The underlined expression shows....

2. Shopkeeper : May I help you?
   Guest : No, thank you. ....
   The proper expression to fill the blank above is...
   a. I am just browsing.
   b. I'd like to buy a bucket of flowers.
   c. That would be great.

Practice

3. A: ...
   B: I don't know. It depends on what you ask.
   The proper expressions to fill the blank above is...
   a. Help me move this bag.
   b. Would you mind helping me out?
   c. Let me help you.

4. A: Can you lend me a hand?
   B: Sure ...
   A: Help me gather everybody. The teacher is coming.
   The proper expression to fill the blank above is...
   a. How can I help you?
   b. How can you borrow my hand?
   c. Why?

Practice

5. A: You look confused ...

   B: Yes. I am lost on the way to XYZ Mall. Do you know how I can get there?

   The proper expression to fill the blank above is...

   a. Can you help me?

   b. I wonder if you need any help

   c. How can you assist me

2. ASSASSMENT

a. Penilaian Sikap

1) Bentuk Penilaian

- ✓ Teknik : Observasi
- ✓ Instrument : Lembar Observasi

2) Instrumen Penilaian Sikap

Satuan Pendidikan : SMK Citra Bangsa Mandiri Purwokerto

Kelas : XII

Mata Pelajaran : Bahasa Ingris

Materi : Asking for and Offering Help or Service

No	Nama	Kriteria Penilaian				Predikat (A, B, C, D)
		Aktif	Mandiri	Percaya diri	Disiplin	
1						
2						
3						
4						
dst						

Predikat

SKALA	RANGE
A	85 – 100
B	75 – 84
C	60 – 74
D	< 60

3) Indicator Penilaian Sikap

4 : semua indicator muncul

3 : hanya dua indicator muncul

2 : apabila satu indicator muncul

1 : tidak ada indicator muncul

Indicator sikap aktif dalam pembelajaran

1. Aktif mengikuti pembelajaran.
2. Aktif bertanya pada forum pembelajaran.
3. Aktif memberikan solusi terhadap masalah yang dihadapi.

Indicator sikap mandiri dalam pembelajaran

1. Tidak tergantung dengan peserta didik lain dalam menyelesaikan tugas.
2. Kreatif dalam menyelesaikan tugas.
3. Bertanggungjawab dalam penyelesaian tugas dan materi.

Indicator sikap percaya diri dalam pembelajaran

1. Saya melakukan sesuatu tanpa ragu – ragu.
2. Saya berani mengambil keputusan secara cepat dan bisa dipertanggungjawabkan.
3. Saya berani mencoba hal baru.
4. Saya berani menunjukan kemampuan yang dimiliki.
5. Saya berani berpendapat di dalam forum.

Indicator sikap disiplin dalam pembelajaran

1. Hadir sebelum atau tepat waktu dalam pembelajaran.
2. Mengikuti pembelajaran atau pembimbingan sesuai dengan waktu yang ditentukan.
3. Mengumpulkan tugas tepat waktu.

Score$=\frac{jumlah\ nilai\ perolehan}{jumlah\ nilai\ maksimal} X\ 100$

b. Penilaian Formatif

Kisi – Kisi Penilaian Formatif (Pengetahuan)

No Soal	Tujuan Pembelajaran	Indikator Soal	Soal

1	Melalui kegiatan diskusi Bersama dengan temannya, peserta didik mampu membuat dialogue tentang greeting and reservation dengan memperhatikan penggunaan Bahasa.	Peserta didik dapat membuat dialogue tentang greeting and reservation.	Create a dialogue about greeting and reservation!

Indicator Penilaian Writing

Aspek	Skor	Kriteria
Isi	5	Menanggapi tugas dengan sempurna; pembahasan sempurna; informasi relevan dan tepat; interpretasi sangat kuat dan mendukung.
	4	Mampu menanggapi tugas; pembahasan mampu; informasi umumnya relevan dan tepat; interpretasi umumnya mendukung.
	3	Kurang mampu menanggapi tugas; pembahasan dapat diterima tapi kadang tidak konsisten; informasi kadang tidak relevan/tidak tepat; interpretasi kadang tidak konsisten dengan fakta.
	2	Tidak bisa menanggapi tugas; pembahasan tidak lengkap dan tidak konsisten; informasi sering tidak relevan/tidak tepat; interpretasi tidak konsisten dengan fakta.
	1	Mengabaikan atau kurang memahami tugas; minim pembahasan; informasi dan interpretasi tidak relevan.
Pemilihan Kata	5	Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas.
	4	Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas
	3	Komunikasi kadang cukup efektif, konsisten bentuk teks khusus kadang terabaikan,

		penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas
	2	Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas
	1	Tidak bisa dipahami sama sekali, mangabaikan bentuk teks khusus, tidak ada penataan teks.
Bahasa	5	Bahasa yang digunakan sangat sesuai dengan bentuk teks yang diberikan dan konteks komunikasi.
	4	Umumnya bahasa yang digunakan sesuai dengan bentuk teks yang diberikan dan konteks komunikasi.
	3	Bahasa yang digunakan tidak konsisten dengan bentuk teks yang diberikan dan konteks komunikasi.
	2	Bahasa yang digunakan tidak sesuai dengan bentuk teks yang diberikan dan konteks komunikasi.
	1	Bahasa yang digunakan sangat buruk.
Mekanik	5	Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sangat memenuhi aturan-aturan teks (genre).
	4	Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness umumnya memenuhi aturan-aturan teks (genre).
	3	Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sebagian memenuhi aturan-aturan teks (genre).
	2	Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness umumnya tidak memenuhi aturan-aturan teks (genre).
	1	Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness tidak memenuhi aturan-aturan teks (genre)

c. **Penilaian Sumatif**

No Soal	Tujuan Pembelajaran	Indikator Soal	Soal
1	Melalui kegiatan diskusi Bersama dengan temannya, peserta didik mampu mempresentasikan dialogue dialogue tentang greeting and reservation yang telah dibuat dengan memperhatikan penggunaan Bahasa.	Peserta didik dapat mempresentasikan dialogue tentang greeting and reservation dengan percaya diri.	Present a dialogue about greeting and reservation in front of the classroom!

Indikator Penilaian Speaking

Aspek	Skor	Keterangan
Fluency	4	Speaking fluently.
	3	Speaking generally at normal speech.
	2	Speaking too slowly.
	1	Speaking with many pauses.
Pronunciation	4	Speaking with correct pronunciation.
	3	Speaking with several incorrect pronunciation.
	2	Speaking with incorrect pronunciation, but still understandable.
	1	Speaking words incomprehensibly.
Accuracy	4	The errors present in speech are so minor so that the message would be easily comprehended.
	3	The speech is still understood although it consists of many errors.
	2	The errors present in speech would frequently create confusion.
	1	The serious errors present in the speech makes the message difficult to understand.
Clarity	4	Speaks clearly and distinctly all the time, no mispronounced words.
	3	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word.
	2	Speaks clearly and distinctly most of the time, no more than one mispronounced word.
	1	Often mumbles or cannot be understood, more than one mispronounced word.

Appendix XXI. Documentations

Observation in Class XII Culinary 1 on Monday, August 5, 2024.

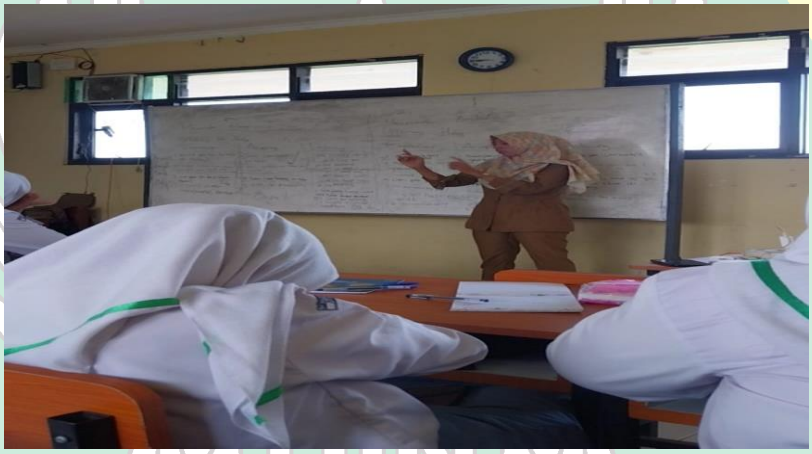
Observation in Class XII Culinary 1 on Monday, August 5, 2024.

Observation in Class XII Culinary 2 on Monday, August 5, 2024.

Observation in Class XII Culinary 2 on Tuesday, August 6, 2024.

Observation in Class XII Culinary 2 on Thursday, August 8, 2024.

Observation in Class XII Culinary 2 on Monday, August 12, 2024.



Observation in Class XII Culinary 1 on Monday, August 12, 2024.

Observation in Class XII Culinary 2 on Monday, August 12, 2024.

Interview with Mrs. RP in Teacher's Room Monday, August 12, 2024.

Interview with RDA in Classroom Monday, August 12, 2024

Interview with Mrs. RP in Teacher's Room Monday, August 12, 2024.

Appendix XXII. Curriculum Vitae

CURRICULUM VITAE

A. Personal Identity

1. Name : Guntur Adzaning Jagat
2. Student ID Number : 2017404134
3. Date and Place of Birth : Tangerang, April 02, 2002
4. Gender : Male
5. Address : Cikupa RT 003/RW 001, Kec. Cikupa, Kab. Tangerang, Banten 15710
6. Email : Adzanguntur02@gmail.com
7. Father's Name : Ahmad Fatkhudin
8. Mother's Name : Khomsah

B. Educational Background

1. SD/MI : SDN Negeri 2 Cikupa
2. SMP/MTS : SMPS Daarul Muttaqien 2 Tangerang
3. SMA/MA : SMAS Daarul Muttaqien 2 Tangerang
4. SI : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

C. Organizational Experience

1. 2022-2023 : Chief of Badminton UKM Olahraga UIN SAIZU

Purwokerto, October 02, 2024

Guntur Adzaning Jagat

NIM. 2017404134