

ABSTRAK

Pratiwi, Tiara Suci.2023. *An analysis of teacher classroom management in teaching english at SMK Negeri 3 tanjungpinang* Skripsi, English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisors: (I) Assist. Prof. Muhammad Candra., S.Pd., M.Ed., (II) Assist. Prof. Dewi Nopita, S.Pd., M.Pd

Keywords: *Analisis, Guru Bahasa Inggris, Manajemen Kelas*

Penelitian ini bertujuan untuk mengetahui bagaimana Manajemen kelas diterapkan oleh guru bahasa inggris di SMK Negeri 3 Tanjungpinang. Penelitian ini menggunakan metode kualitatif. Data dikumpulkan dengan menggunakan observasi dan rekaman audio dan data analisis dengan menggunakan lima komponen oleh Garret (2014) dalam mengelola kelas yaitu 1) Desain fisik kelas, 2) Peraturan dan Rutinitas, 3) Hubungan, 4) instruksi yang menarik dan memotivasi, 5) Disiplin. Hasil penelitian menunjukkan bahwa guru dapat mengelola kelas dan menyajikan materi secara efektif. Dengan kata lain, guru bahasa inggris harus mampu mengelola kelas dan menumbuhkan lingkungan belajar yang positif. Untuk mempromosikan pembelajaran yang sukses, seseorang harus merancang materi pembelajaran dan kemampuan mengajar. Kedua, mitra guru berkonsentrasi pada penciptaan teknik manajemen untuk proses belajar mengajar.

ABSTRACT

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Keywords: *Analysis, English Teacher, classroom management*

This study was aimed at how did teacher Classroom Management applied by English teacher of SMK Negeri 3 Tanjungpinang. This research was qualitative method. The data were collected by using the observation and audio recording and the data were analyzed by using five component by Garret (2014) in managing class such as 1) Physical Design of Classroom, 2) Rules and Routines, 3) Relationship, 4)Engaging and Motivating Instruction, 5) Discipline. The results showed that teacher can manage the class and effectively presenting the material. In other words, English teacher need to be able to manage the class and foster a positive learning environment. In order to promote successful learning, one must both design learning materials and process teaching abilities. Second, teacher partners concentrate on creating management techniques for the teaching and learning processes.