

**AN ANALYSIS OF TEACHER CLASSROOM
MANAGEMENT IN TEACHING ENGLISH AT SMK
NEGERI 3 TANJUNGPINANG**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

2023

**AN ANALYSIS OF TEACHER CLASSROOM
MANAGEMENT IN TEACHING ENGLISH AT SMK
NEGERI 3 TANJUNGPINANG**

Skripsi

**Submitted as a Partial Fulfillment for the Undergraduate Degree
in English Education**

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UNIVERSITAS MARITIM RAJA ALI HAJI

TANJUNGPINANG

2023

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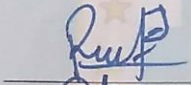
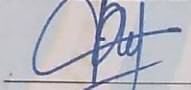
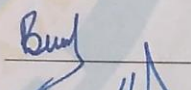
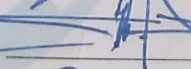
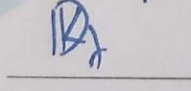
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
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The undersigned,
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Declares that this present Skripsi is an original research by Tiara Suci Pratiwi that is submitted to the English Language Education Study Program, Universitas Maritim Raja Ali Haji. The theories and/or findings from the previous studies by other researchers have been acknowledged. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree or any other universities.

Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

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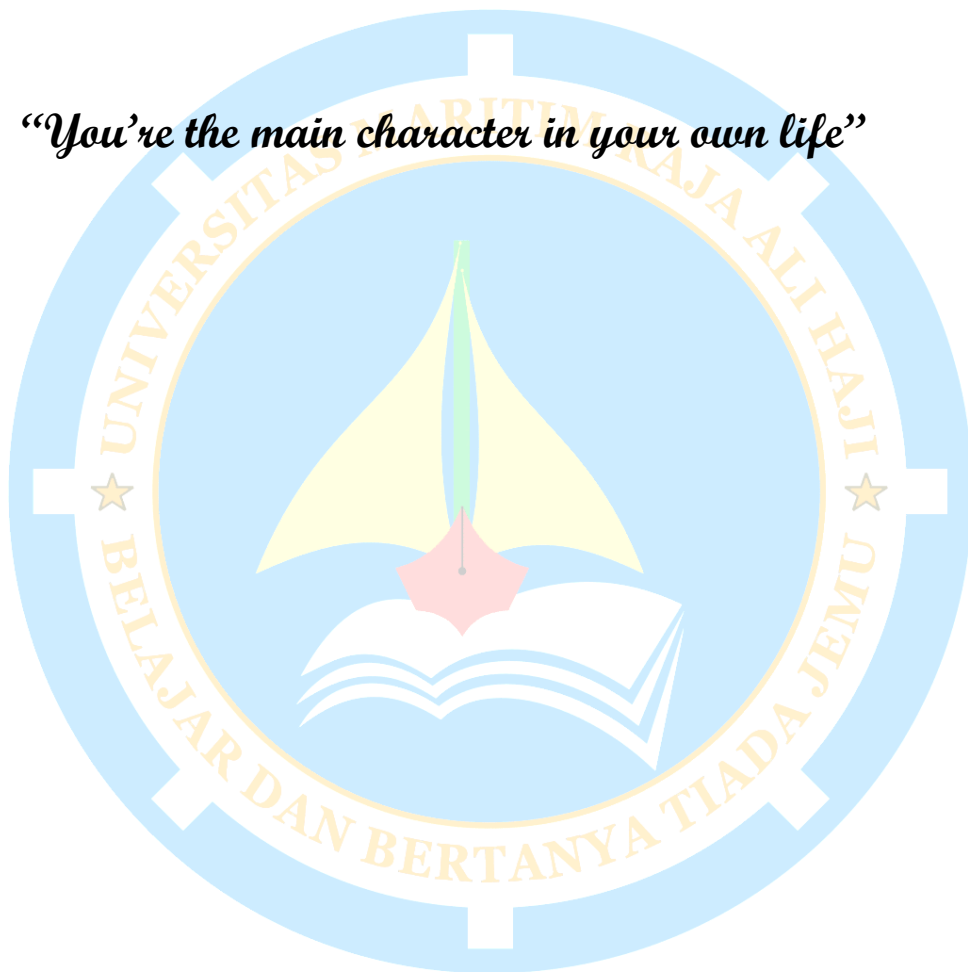
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MOTTOS

“There are no one who doesn’t have a hard time. Being thankful or giving thanks is one of the key to be happy”

-MarkLee

“You’re the main character in your own life”



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Tiara Suci Pratiwi

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	iii
APPROVAL SHEET	iv
STATEMENT OF THE ORIGINALITY OF SKRIPSI	v
MOTTOS	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	x
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF APPENDIXES	xiv
ABSTRAK	xv
ABSTRACT	xvi
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Identification of the Problem	3
1.3 Limitation of the Problem	3
1.4 Research Question	3
1.5 Purpose of the Research	4
1.6 Significance of the Research	4
1.7 Definition of The Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	6

2.1 Theoretical Review	6
2.1.1 Classroom Management	6
2.1.2 Definition of Teaching	12
2.1.3 Procedures of Teaching Learning Process	14
2.1.4 The Concept of English Teaching Learning Process	15
2.2 Review of Relevant Studies	20
2.3 Conceptual Framework	22
CHAPTER III RESEARCH METHOD	24
3.1 Research Design	24
3.2 Subject of Research	24
3.3 Research Instruments	25
3.4 Technique of Data Collection	25
3.5 Technique of Data Analysis	26
3.6 Research Schedule	27
CHAPTER IV FINDINGS AND DISCUSSION	29
4.1 Research Findings	29
4.1.1 Data Description	29
CHAPTER V	41
CONCLUSION AND SUGGESTION	41
5.1 Conclusion	41
5.2 Suggestions	41
BIBLIOGRAPHY	43
BIOGRAPHY	50

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	22
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LIST OF TABLES

Table 3.1 Steps of Collecting Data	26
Table 3.2 Research Schedule	28



LIST OF APPENDIXES

Appendix 1 Interview Guideline.....	46
Appendix 2 Research Permission Letter.....	51



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

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: *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.



CHAPTER I

INTRODUCTION

1.1 Background of the Research

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

The teacher should be able to establish a positive classroom atmosphere. According to Delceva (2014) A positive atmosphere is described as active, motivational and meaningful learning. With a positive classroom atmosphere, the learning process will be achieved and students' achievement will be increased. Indeed, the successful teacher should have good effective management of the classroom environment to create an effective teaching and a positive leaning. In addition, a good classroom management could create classroom situation to be more conducive. According to Ulfa (2019) classroom management is the teacher's effort to create conducive, comfortable and positive atmosphere in the class. A good classroom management that is applied by the teacher will make the teaching and

learning process more orderly and more respectful. It is the reason why classroom management is required in teaching and learning process and that way the classroom management is important to the whole education in teaching process because it offers students an ideal learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier, it involves more than just discipline and rules.

There are many components that make sure the teaching and learning activity run well, effective and efficient. One of them is classroom management. It influences the teaching and learning process, including English in the class. Mc Creay (2013) stated that classroom management is as the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success in learning.

In this research, the researchers conducted this study at SMK Negeri 3 Tanjungpinang several problems were found regarding management class. Related to learning activities, students' behavior is still less cooperative towards learning. Even some students sometimes become pioneers of chaos in class. This can be seen from the non-conduciveness of the classroom atmosphere when the teacher is absent. Observations made on the teacher also found that sometimes the teacher paid little attention to class management activities. Furthermore, the researcher also found the difficulties of the teacher managing his or her classroom, especially the influence of classroom environment and students' behaviour and achievement.

The student Sometimes comes late into the class, make any noise with the other student in the class and there are some students that do not active during English class while the teacher sometimes only give them an admonition.

Based on the reasons above, Based on these problems, researchers are interested in conducting research with the title **“An Analysis of Teachers’ Classroom management in teaching English at SMK Negeri 3 Tanjungpinang.”**

1.2 Identification of the Problem

Based on the background of the study above, the researcher identified the problem as follows: (1) When the teacher is not in class the atmosphere is not conducive. (2) The teachers difficult managing his/her classroom. (3) The students do not active during English class while the teacher sometimes only give them an admonition. (4) The student Sometimes comes late into the class, make any noise with the other student in the class.

1.3 Limitation of the Problem

Based on the identification of the problem above, researcher is limited to analyze teacher classroom management in teaching English at SMK Negeri 3 Tanjungpinang.

1.4 Research Question

Based on the background of the problem above, the research question of this study is “How did teacher Classroom Management in Teaching English at SMK Negeri 3 Tanjungpinang?”

1.5 Purpose of the Research

Based on the research question, the study is intended to know Classroom Management in Teaching English at SMK Negeri 3 Tanjungpinang.

1.6 Significance of the Research

The following advantages are anticipated from the study's findings:

a) For Students

Students benefit from a classroom setting that is more favorable to learning.

b) For Teachers

This study provides information about classroom management so that those who implement it can do it in a way that is appropriate for both the students and the teachers a classroom environment.

c) For Schools

As a model for creating higher- quality instruction and instruction programs.

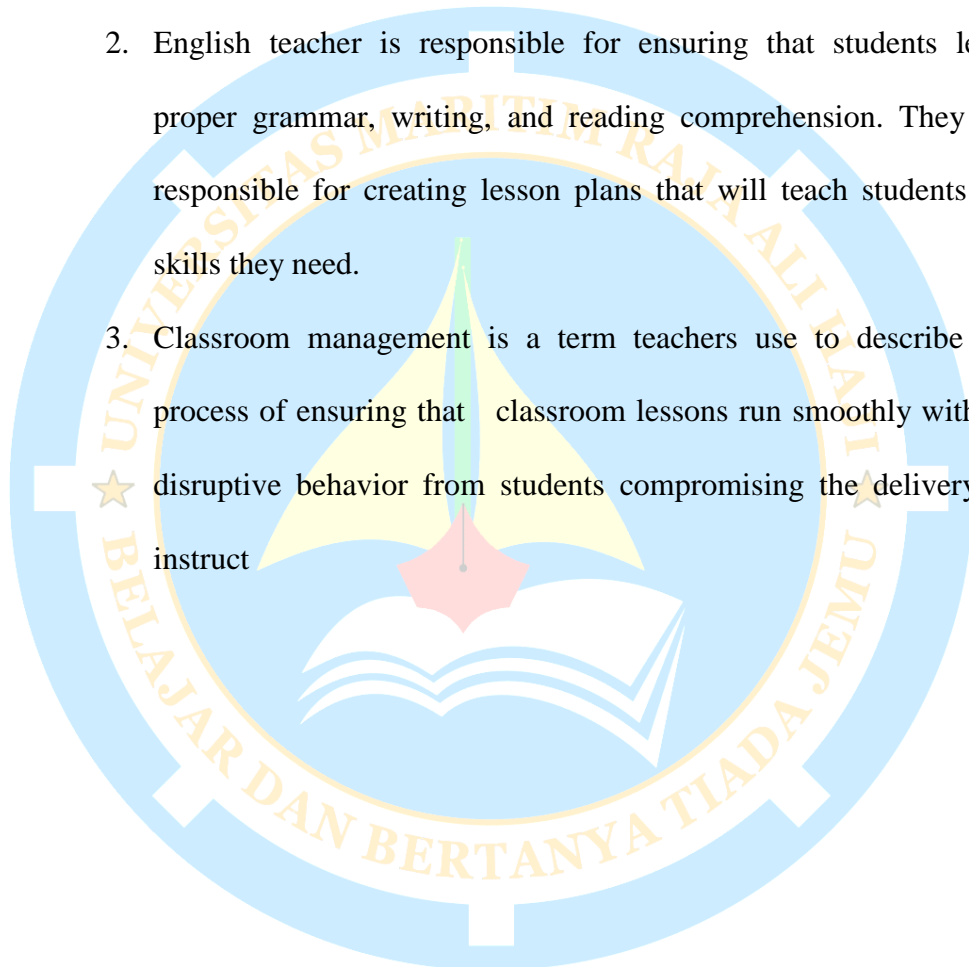
d) For Researchers

It is hoped that this research can provide constructive input to correct themselves for the shortcomings of researchers and increase the insight and knowledge of researchers about implementing a better learning process.

1.7 Definition of The Key Terms

There were some key terms in this paper. The researcher wants to clarify the meaning briefly:

1. Analysis. A careful study of something to learn about its parts, what they do, and how they are related to each other.
2. English teacher is responsible for ensuring that students learn proper grammar, writing, and reading comprehension. They are responsible for creating lesson plans that will teach students the skills they need.
3. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Classroom Management

2.1.1.1 Definition of Classroom Management

There are many definitions of classroom management the expert explained. As cited in Peace Corp (2010) classroom management refers to teachers behaviors that facilitate learning. A classroom management well increases learning because students spend more time in doing tasks.

Moreover, Ahmad et al (2012) classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. Berliner adding in Ahmad et al (2012) the term of classroom management is the prevention of disruptive behavior of students. Not only to prevent disruptive behavior, Arikunto (2010) also added in the following sentence, there are 2 aspects of classroom management. Firstly, management of students; secondly, management of physic such as room, furniture, and learning equipment.

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

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

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

An effective classroom management can be influenced through some factors, as Arikunto (1986) stated. He stated that there are two things that influence classroom management, they are physical management and management that are concerned with students. Arikunto also states that there are several things that should be paid attention in managing an effective class. They are:

- a. A class is system which is organized of a certain purpose, completed with tasks and leaded and also directed by a teacher.
- b. A teacher is a tutor and model for all of students in the classroom.

- c. A group work in the classroom has a certain attitude which is sometime different with the other group or individual. Therefore, all of group works in the classroom need to get attention.
- d. The group works in the classroom really influence for the entire individual as the members. A positive influence should be developed and negative influence should be dammed by a teacher through giving guidance.
- e. The teacher ability which more increasing in managing the individual in a group work will much increase the individual satisfaction in the classroom.
- f. The group work structural, the way of group work communication formed, and the unity of group work is determined by a teacher' ability as a unifier symbol in the classroom. Through the effective classroom management, it means that a teacher has serious task. They are trying to eliminate or minimize the problems which concern with classroom management problem, such as lack of unity, negative reaction for the members of group, low of moral, and so on. Concerned with the problems, a teacher needs to pay attention a preventive actions and corrective actions.

2.1.1.2 Components of Classroom Management

Garret (2014) stated that classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.

- a. **Physical Design of Classroom.** The classroom environment has proven to change and influence behaviors among students. The design of the classroom allows for some activities to take place and for other to not. It is important that teachers take into consideration the influence their classroom arrangement can make on their students. The environment of classroom sends out symbolic messages to those who enter the classroom. At times, these messages do not send the right message to the students. The environment should reflect the beliefs and values of the teacher. Therefore, it is vitally important that teachers see what message their classroom sends out. The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on.
- b. **Rules and Routines** Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning. In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost

seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction.

- c. Relationships. The idea of developing caring relationships is often overlooked during conversations about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.
- d. Engaging and Motivating Instruction. Engaging and motivating instruction. The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014).
- e. Discipline. Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves,

other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

2.1.1.3 Classroom Management Approaches

According to Burden (1995) stated that the most useful organizer for classroom management is the degree of control that teacher experts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings:

- a) The Intervening Model which consists of high control approaches includes Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment.
- b) The Interacting Model which are medium-control approaches include Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Non coersive Discipline, Discipline with Dignity, and Judicious Discipline.
- c) The Guiding Model which can also be called as low-control approaches include Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.

Wolfgang and Glickman (1986) proposed a model for teachers' classroom management approaches. Within this model, teachers' approaches to classroom management vary from more controlling or interventionist to less controlling or non-interventionist. They conceptualized classroom management beliefs in three levels: interventionist, non-interventionist and interactionalist.

On the other hand, an interventionist takes the control of the environment and students' manners. Interactionalists focus on the mutual give and take that can take place between learners and their environment. Halfway between the two lies the interactionalist approaches. Using this theoretical framework, Martin and Sass (2010) developed a scale for measuring teachers' classroom management approaches.

2.1.2 Definition of Teaching

In managing class, there are several things that are considered. According to Jenny (2011) stated that the factors to consider in managing class are effective instruction, setting and implementation rules, managing interventions, feedback of intervention, and classroom environment. According to Forzani, M. F & Ball, L. D (2009) teaching is helping other to learn to do particular things, is an everyday activity in which many people engage regularly and help the students to learn and give material, teacher can teach by use combine of art, science and skill.

Hamalik, (2004) teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge.

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

There are several major roles that concern with Marzano (2003). They are making wise choices about the most effective instructional strategies and designing classroom curriculum to facilitate students learning. Teaching English in the classroom can take place effectively and efficiently if supported by a good class condition. Efforts to create the perfect conditions that the class is a regular class management, otherwise if teaching is not supported by good learning conditions, then the teaching will not run effectively and efficiently.

In teaching English, teachers should manage the classroom well. There are several things that need to do.

- a. Teachers plan classroom curriculum to facilitate student to use English. To make the English classroom run effectively, before the lesson start, the teacher should make a good planning. This plan can facilitate students to use English in learning process.
- b. Making wise choices about the most effective instructional strategies. Teachers have the ideal opportunity to monitor students' academic

progress as well as vary their instructional strategies to suit the needs of all students.

- c. Organizing the classroom To make teaching and learning English more effectively, the organizing the classroom is very important. The first one is seat setting. It is affect the students in the classroom. Students have to feel comfortable in the classroom. The second one is the amount of students in the classroom. Teacher should decide how many students will join the class. Too many students in the class will make the class run not effectively. Then, teachers must arrange the people of the classroom based on the lesson plan. They have to decide the students will study in groups, pairs or individual.

2.1.3 Procedures of Teaching Learning Process

According to Ahmadi et al, basically there are three components of procedures applied in teaching learning process, namely: Introduction component, presentation/content component and closing or conclusion component. The three components can be described as follow:

- a) Opening activity/Introduction .This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming.
- b) Main activity/Presentation .This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise.

- c) Closing activity/Conclusion. In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation.

2.1.4 The Concept of English Teaching Learning Process

2.1.4.1 The Nation of Teaching English

Tomlinson stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English. Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a result change in behavior.

In teaching activities, teachers absolutely have significant roles and close relationship with student in delivering messages or knowledge. It can be conclude that teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students suppose to do and acquire. The responsibilities of teacher in managing favorable atmosphere and media to support learning are important.

2.1.4.2 Components of Teaching

- a. The objective

In teaching process, there are some components of teaching, the components are: Objective is the goal of education that interprets from the vision, mission, owned by an institution. According to Hamalik (1995:6), the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching

b. The students or participant

Students or participants are human being without way any limitation and certain characteristic.

c. The teacher

In the teaching learning process, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible.

2.1.4.3 Teaching Strategies

According to William (2006), in teaching process the teacher have to know the principle of teaching.

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning.
2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.

Taking the time to do this upfront saves time in the end and leads to a better course.

3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies. There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another.
4. Effective teaching involves prioritizing the knowledge and skills we choose to focus on. Coverage is the enemy: Don't try to do too much in a single course.
5. Effective teaching involves recognizing and overcoming our expert blind spots. We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach.
6. Effective teaching involves adopting appropriate teaching roles to support our learning goals. Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior
7. Effective teaching involves progressively refining our courses based on reflection and feedback. Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when

appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields).

2.1.4.4 Kinds of English Teaching Strategies

In the other side, McCullough (2003) detailed about teaching strategies for English language as follow:

- a) Peer teaching/Collaboration Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real world problems should be incorporated into learning.
- b) Realia. refers to real life objects used in classroom instruction in order to improve students' understanding of other cultures and real life situations. Teachers of English language learners and foreign languages employ realia to strengthen associations between words and the objects themselves.
- c) Reciprocal Teaching This is an instructional strategy in which students become the teachers in small group reading (or other content) sessions. Teachers model, then help students learn to guide group discussions using strategies such as summarizing, question generating, clarifying, and predicting. Once students have learned

the strategies, assuming the role of teacher in a dialogue about what has been read. In another version, students take the roles of predictor, summarizer, questioner, and clarifier.

- d)** Reinforcing effort and providing recognition Students may attribute success at a task to ability, effort, other people, or luck, but three of these four attributions may be selfdefeating. Teachers can influence student beliefs about the relationship between their efforts and accomplishment by helping them track and evaluate their efforts and accomplishments.
- e)** Research about the impact on learning provided by simulations and games is encouraging: (1) Games, simulations, and roleplaying help students invent, experiment, and practice interpersonal skills in a relatively low risk environment. (2) The more students use different ways of representing knowledge, the better they think about and recall learning. (3) Simulations provide opportunities to visualize, model, and role play within a dynamic situation, thereby promoting curiosity, exploration, problem solving, and understanding. Simulations in science and math provide learners the opportunity to engage in experimental situations that would otherwise be too hazardous or cost prohibitive to conduct in the classroom.
- f)** Summarizing and note taking Effective. summarizing leads to an increase in student learning. Students who can effectively summarize learn to synthesize information, a higher order thinking skill, which

includes analyzing information, identifying key concepts, and defining extraneous information. Helping students recognize how information is structured will help them summarize what they read or hear.

g) Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

h) Interviews Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

2.2 Review of Relevant Studies

The first relevant research was done by Schneiderova (2013) in his thesis entitle “*The Effective Classroom Management in Young learners’ language Classes*”, found that this bachelor thesis focused on the development of effective classroom management in the class of young learners. The action research which was carried out in the newly formed class of young learners was done specifically with the intention to find out if establishing classroom disruptions and to solve discipline problems, in

this class especially the problem of attention-seeking students. Further, the action research served to find out the classroom management strategies which would help to manage the smooth running of the class.

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

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

Based on perception above, the researcher can conclude that classroom management is the most important factor in school learning, when in the class and with the good classroom management and used

effective strategy, it will have to manage the smooth running of the class so teaching learning process can run well, efficient and effective

2.3 Conceptual Framework

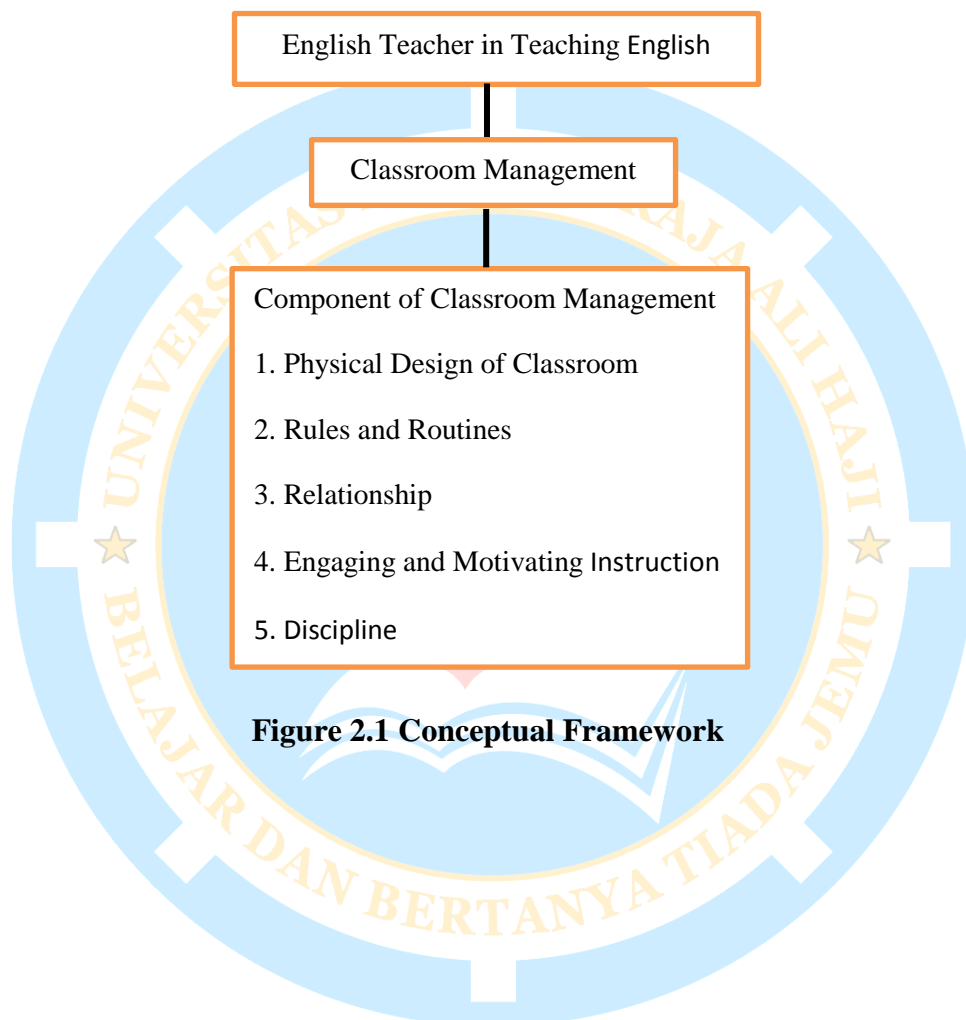


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter presents the type of research, setting of the research, the subject of the research, the data collecting technique, research instrument, and technique of analyzing data.

3.1 Research Design

The researcher conducted descriptive qualitative research on this observed. The researcher analysed the data to describe the classroom management used by the English teachers' in teaching English at SMK Negeri 3 Tanjungpinang. Because the data is in the form of words, the research is qualitative. Meanwhile, the research was a descriptive one since the researcher uses the descriptive method. This was caused the researcher wants to describe the classroom management applied teacher in teaching English in SMK Negeri 3 Tanjungpinang and to explain the problems faced by the English teacher classroom management in the class.

3.2 Subject of Research

The research subject is the subject to be researched by the researcher, namely the subject that becomes the center of attention or the target of the research. The subjects of this study were English subject teacher. This research was conducted at SMK Negeri 3 Tanjungpinang. The time of the research was on around November 2022.

3.3 Research Instruments

Because of the data required to answer the research problem formulation obtained through the instrument, the research instrument is a very important and strategic tool in its position in the overall research activities. The following instruments were used by the researcher in this study : Interview, the researcher used an interview to collect data. In this study, the interviewees are teacher from SMK N 3 Tanjungpinang who want to learn about classroom management of English teaching learning in the classroom. The researcher used an audio recorder to interview in order to verify the data that has been collected.

3.4 Technique of Data Collection

In qualitative research, the researcher herself was the instrument, thus the researcher should had the theory and wide insight about what was being researched. Then, to get deep understanding about the object the research, the researcher should used some techniques of collecting the data simultaneously. Therefore, there were two techniques used in this research namely observation and interview

Table 3.1 Steps of Collecting data

No	STEP OF COLLECTING DATA
1	The Researcher compile a list of questions based on research
2	Conduct interview according to guide
3	Keep the in the interview flowing
4	Ask or ask specifically
5	Record important points in the interview answers

3.5 Technique of Data Analysis

Sugiyono (2009) states that a qualitative data analysis is a process of searching and arranging systematically the obtained data from interviews, explaining into units, synthesizing, arranging into patterns, sorting the important ones, and drawing conclusions in order to be comprehended by the research or the readers

Those analysis components are data reduction, data display and conclusion drawing. The flow analysis models applied in this research can be explained with some steps as follow:

1. Data reduction

Data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming, the data that appear in written up field notes or transcription. The technique of analysis data firstly the researcher will collect the data by the instrument for collecting data such as interview, observation.

Furthermore the researcher will analyze the data by using observation, and interview transcript to categorize students' learning strategies.

2. Data display

The second major flow of analysis activity is data display. Display generically means organized, compressed assembly of information that permits conclusion drawing and action. Secondly the researcher make conclusion by describing the information from the instrument for collecting data.

3. Conclusion

With drawing some inferences are the final step after data presentation and initial conclusion remained temporary. It possibly changes if there are other valid evidences supporting for another data collection.

3.6 Research Schedule

The research was taken place at SMK Negeri 3 Tanjungpinang that located at Kp. Bulang, Kec. Tanjungpinang Timur, Kota Tanjungpinang Prov. Kepulauan Riau. The research time planned by the researcher begin with the submission of title, proposal seminar, collecting data, analyzing, and presents the data from July 2022 to January 2023. The detail can be seen in the following table:

Table 3.2 Research Schedule

No	ACTIVITIES	YEAR OF 2022/2023						
		JUL	AGU	SEP	OCT	NOV	DES	JAN
1	Title submission							
2	Writing Proposal							
3	Proposal Guidance							
4	Submission Proposal							
5	Proposal Seminar							
6	Data Collecting							
7	Data Analysis							
8	Thesis Guidance							
9	Thesis Defense							

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Research Findings

4.1.1 Data Description

The researcher presents the research findings and discussion in this chapter. The research findings presented here are based on data interview. Furthermore, in this discussion section, the researcher described the findings about classroom management in detail.

A. Findings

The researcher observed SMK N 3 Tanjungpinang teacher teaching English. The researcher interviewed teacher about classroom management in English teaching. Additionally , the following will describe how to English instructor managed the class during the interview :

The Results of an interview with English teachers at SMK N 3 Tanjungpinang

- a. *What kind of skill in classroom management that you're focusing in the class?*

“ Well... to create an effective and smooth learning environment, classroom management must be done well. Students will focus on receiving subject matter from the teacher in this manner, ensuring that learning objectives are met effectively and efficiently. There are nine basic teaching skills that we must understand correctly, such as opening lesson, explaining, guiding discussions, asking question, managing the class, individual and small group learning and etc. First, I opened the lesson by

focusing the learners attention through providing motivation and referring to the connection between the introduction and the core of the teaching. Secondly, creating optimal learning conditions by designing fun activities so that students can easily follow the learning.’’

The result of interview with the teacher showed that the teacher face was optimist during teaching and learning process because she move a lot during the lesson. The teacher tried to describe the material in detail. Increase the interaction of interaction in the group actively and effectively to motivate students in learning.

b. *What rules do you use in the learning process?*

“In my class rules and procedures can be a way for teachers to instill discipline in students. Rules should be presented in a specific and positive manner. For example, respect and listen to the teacher, starting from students must be present on time, students learn in class even though the subject teacher cannot be present, Raise your hand before speaking.’’

The result of interview with the teacher showed that when the teacher speaks, pay close attention. Raise your hand before speaking in the classroom setting. Arrive on time to school and avoid being late.

c. *What will you do when you make some mistakes on teaching strategy?*

“ To avoid making mistakes while teaching in class, I must be able to control myself and understand the circumstances... I also need to have teaching strategies so that students and the classroom atmosphere can feel fun. There are several methods for attracting students attention, such

as using engaging learning methods and media, implementing game based learning, and so on. When students attention is obtained, the classroom environment becomes more pleasant, which has a positive impact on the learning process.’’

The result of interview with the teacher showed that as teacher, she must be able to control herself and understand the conditions in order to avoid mistakes when teaching in class, having students who pay attention to listen to the teacher when delivering the material is not easy. Therefore, it is important for teacher to have strategies that can attract students' attention. One of by using interesting learning methods and media.

d. *How do you provide the students to be responsive in the learning process?*

“ I use the students activeness by applying the question and answer method to maximize students participation and communication that occurs in the classroom. With this method, students tend to be more active in paying attention to the teacher, so it is easier for me to interact with students.’’

The result of interview with the teacher use question and answer method so that students are more active and teachers can interact to increase student activeness in the learning process. Therefore, facilitating students to be actively involved is one of the most important things so that students are motivated and actively involved in learning activities.

e. ***How do you make the subject in interest the students?***

“Making my students interested in a subject can be a real challenge. Teachers need to be creative. Yes, making the classroom fun, or making learning activities in the classroom more interesting, so that students can focus and develop their enthusiasm for learning. Creating games is a great way to keep lessons interesting by providing fun learning and developing techniques that tend to motivate students, such as packaging learning materials in the form of video... games makes learning fun and games are an effective way to keep students entertained. Being an effective teacher is important work, but it doesn't mean always have to be serious in the classroom. Try a little fun and games. Students may have different interests and learning style from us.”

The result of interview with the teacher showed that the most effective context of the learning process is one in which students are directly involved in the learning process, where the teacher not only leads in the classroom, but also involves students through the selection of learning media used in the classroom to make learning interactive. One of them is providing learning while playing games.

f. ***How do you train the students to be active in class?***

“.. As I have explained earlier that active students in the classroom who actively participate in learning, want to express opinions, answer question and ask question when facing problem in their learning. In order for students to actively participate in learning, strategies, methods and

approaches are needed. For example, such as doing a lot of practical activities not only theory, group discussion, and also question and answer methods, so that students are more active in the learning process.”

The result of interview with the teacher showed must be able to actively encourage students to ask questions; the classroom atmosphere will become energetic and more lively. If students simply sit and listen quietly, the class become boring. Teachers teach question answer methods during learning, practicum activities, and group discussion.

g. ***How do you set your students behaviour in English learning process?***

“ Hmm,, create rules beginning with the first lesson. It is beneficial for students to write own classroom rules and then use peer pressure to follow those rules in order for students to give their full attention before speaking. And also learn about my students... based on their personalities make it easier to blame them. To be affective, teachers should not generalize, it will be easier to take the necessary actions if I understand their need.”

The result of interview with the teacher showed that be consistent with rules such as create rules beginning with the first lesson. And then knowing her student also helps if they are dealing with personal problem, but be cause her had taken the time to get to know them, their felt comfortable to tell what was going on for her.

h. ***How is the communication between the teacher and the student inside the class?***

“Communication is key in the classroom...I interact with my students using English for habituation. Of course with language that is easy to understand, the students and I also together create an active atmosphere of practicing speaking English directly in the classroom.”

The result of interview with the teacher showed she uses English during class to interact with students using language that is easy to understand. She also invites them to speak English directly to create an environment conducive to developing English speaking skills.

i. ***How do you prepare the class for the learning process?***

“ When I start to teach my class, of course I need to prepare learning materials. All lessons, including English, should be prepared with teaching materials that are included in the lesson plan. To be an effective teaching and learning activity,, I have to make teaching materials that are suitable and interesting for them. In addition, I need to adjust the right method in learning, for example doing simple games, group discussions and others. The final step in teaching English to assess the learning activities that have been completed. I pay attention to the effective and ineffective points in the learning process. So these points can be considered in future teaching activities.”

The result of interview with the teacher showed she prepare quality learning materials. To teach effective English language learning, it is also

necessary to vary learning methods such as group discussion, simple games and others. In addition, independent evaluation is needed so that teachers can pay attention to points that are considered effective and also ineffective as a consideration for further teaching and learning activities.

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

“ the purpose of classroom management is to create an effective and pleasant teaching and learning atmosphere and motivate students to learn well according to their abilities. I must understand how to prepare good materials, develop strategies to overcome student behaviour problems in the classroom management include such as preparing syllabus, lesson plans and materials. I classroom management there is also physical classroom management, such as arranging seating positions, preparing teaching tools or media, classroom equipment such as book, whiteboard, markers and others.”

The result of interview with the teacher showed classroom management is very important in realizing an effective learning atmosphere, as well as being able to generate student activity and motivation in the teaching and learning process. Classroom management also aims to develop lesson plans, good and correct materials. In classroom management there is also physical classroom management.

k. ***What effectiveness do you know after organize the classroom?***

“ classroom management for effective learning is the arrangement of the classroom space such as arranging seating. I change the seating

formation within a certain period of time so that students do not get bored in classroom. Also, from the beginning, I set rules that have been agreed upon, such as respect and listen to the teacher, arriving on time, raising your hand before speaking. We also have to prepare many ways to keep students focused on paying attention to the lesson, for example asking question to students who are less focused. ”

The result of interview with the teacher showed effective classroom management it is necessary to arrange the seating within a certain period of time. And also set rules the first time that has been agreed. Teachers must also create an effective but fun class so that students remain focused on paying attention during learning.

4.2 Discussions

The study aimed to analyze of classroom management applied by English teacher, and the sample were English teacher who taught eleven grade. The researcher has already conducted an interview to learn more about teacher in using their strategies to manage the classroom management.

According to Garret (2014) stated that classroom management as a process consisting of the following five key areas: 1) the physical design of the classroom, 2) rules and routines, 3) relationships, 4) engaging and effective instruction, 4) and discipline. In the word of time, The result of interview with the teacher showed that the teacher face was optimist during teaching and learning process because she move a lot during the

lesson. The teacher tried to describe the material in detail. Increase the interaction of interaction in the group actively and effectively to motivate students in learning.

Rules and routines must be established. Classroom rules and routines are important because they help teachers maintain order and effectively teach their lessons. They also teach students how to behave properly in class. For example, the teacher should ensure that they are paying close attention and will be able to answer any questions that arise; respect and listen to the teacher and raise your hand to speak when you need to ask a question. The teacher showed that be consistent with rules such as create rules beginning with the first lesson. And then knowing her student also helps if they are dealing with personal problem, but be cause her had taken the time to get to know them, their felt comfortable to tell what was going on for her.

The third element of classroom management is creating caring relationships. First, think about the interaction between students. The findings of research on the interaction relationship between teachers and students indicate that approaching individuals and groups with effective communication has resulted in a positive relationships. Good teacher-students interaction aim to create a conducive learning atmosphere.

Classroom management is engaging instruction, which entails using instructional techniques to increase students' motivation and interest

in learning. The most effective learning context is one which students are directly involved in learning process., where the teacher not only leads in the classroom, but also involves students through the selection of learning interactive such as to teach while simple games. the teacher use question and answer method too so that students are more active and teachers can interact to increase student activeness in the learning process. Therefore, facilitating students to be actively involved is one of the most important things so that students are motivated and actively involved in learning activities.

The findings of research in enforcing student discipline by providing attitudes in enforcing student discipline, giving directions to students, and providing educational sanctions or punishments based on mistakes made. All teachers enforce discipline to ensure that students learn effectively. Discipline class refers to a classroom situation in which all elements follow the rules.

a. Physical Design of Classroom

The first observation was that effective classroom management it is necessary to arrange the seating within a certain period of time. the English teacher used orderly rows when explaining material about complementing. It also made teaching easier because it allowed the teacher to maintain eye contact with all of the students in the classroom. When the teacher used orderly rows, all students could see the teacher and his or her friends in front of the class as they presented the story.

b. Rules and Routines

Rules and routines must be established. Classroom rules and routines are important because they help teachers maintain order and effectively teach their lessons. They also teach students how to behave properly in class. For example, the teacher should ensure that they are paying close attention and will be able to answer any questions that arise; respect and listen to the teacher and raise your hand to speak when you need to ask a question.

c. Relationship

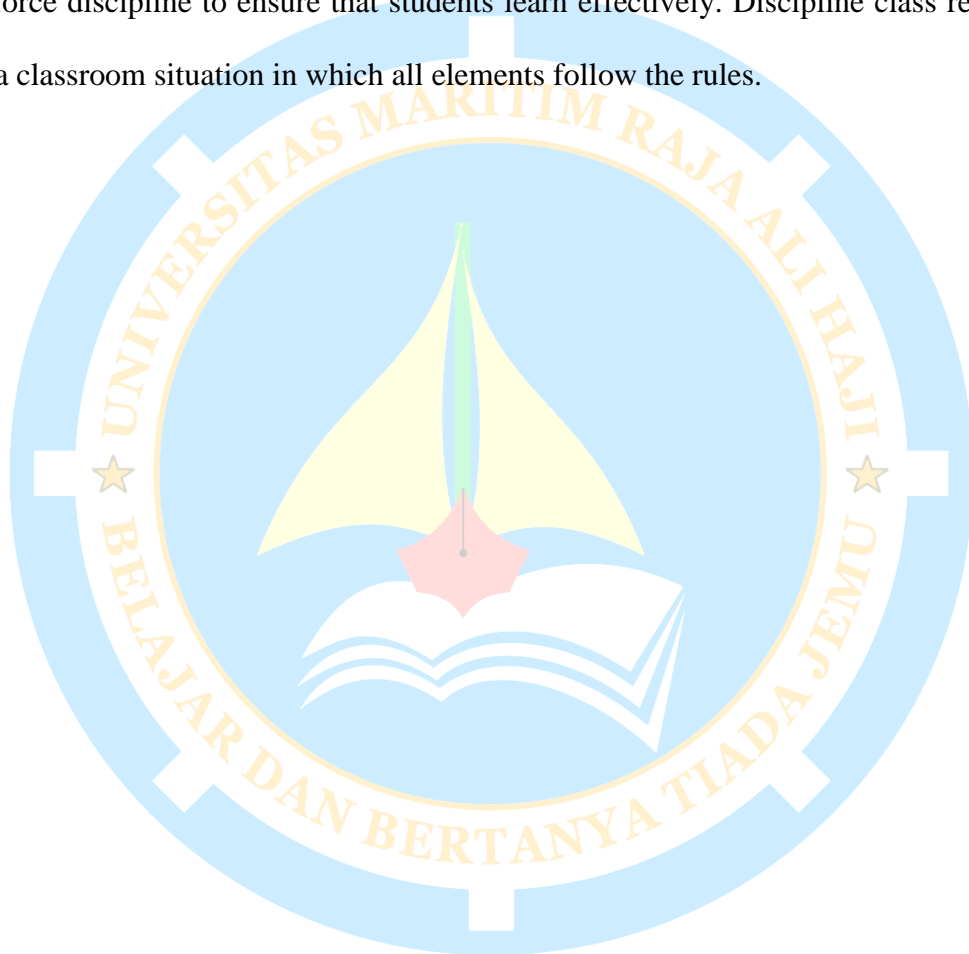
The third element of classroom management is creating caring relationships. First, think about the interaction between students. The findings of research on the interaction relationship between teachers and students indicate that approaching individuals and groups with effective communication has resulted in a positive relationships. Good teacher-students interaction aim to create a conducive learning atmosphere.

d. Engaging and Motivation Instruction

The fourth component of classroom management is engaging instruction, which entails using instructional techniques to increase students' motivation and interest in learning. The most effective learning context is one which students are directly involved in learning process., where the teacher not only leads in the classroom, but also involves students through the selection of learning interactive such as to teach while simple games.

e. Discipline

Discipline is the sixth component of classroom management, the findings of teacher research in enforcing student discipline by providing attitudes in enforcing student discipline, giving directions to students, and providing educational sanctions or punishments based on mistakes made. All teachers enforce discipline to ensure that students learn effectively. Discipline class refers to a classroom situation in which all elements follow the rules.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research can be used to draw conclusions and make recommendation.

Chapter IV findings and discussion:

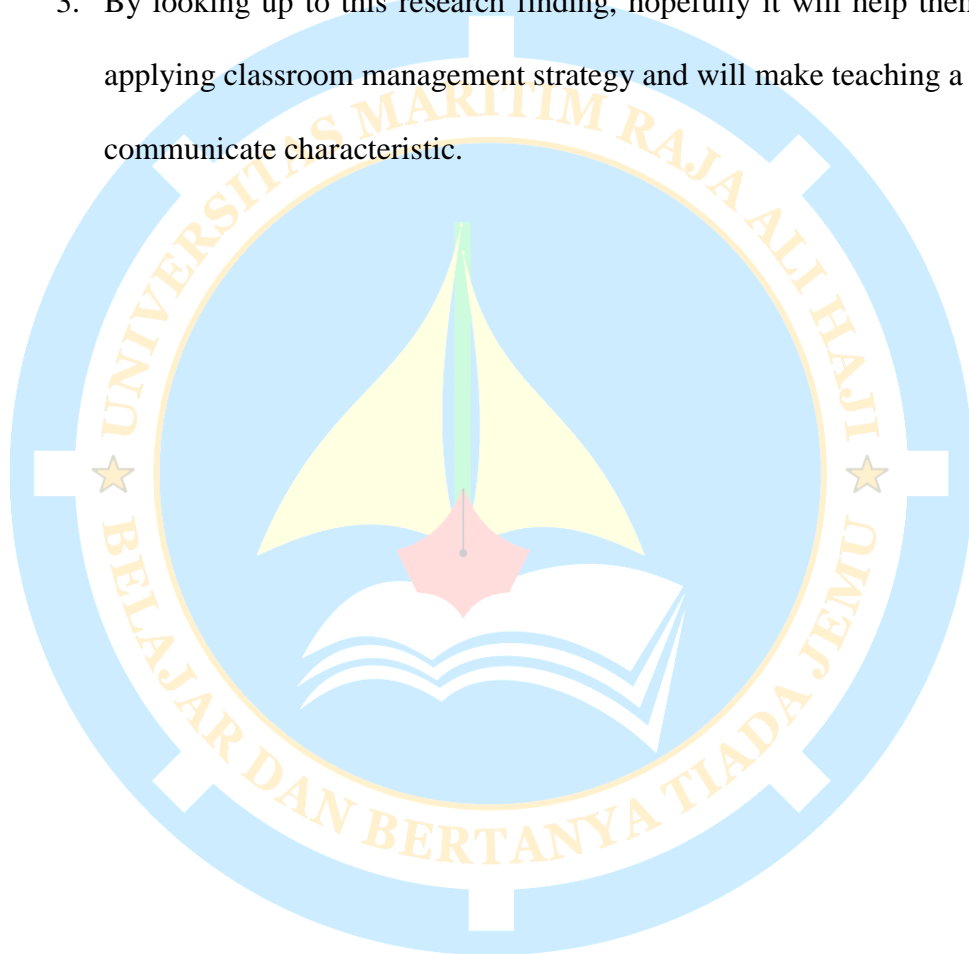
According to interview, the researcher finds some result that represent in this skripsi about classroom management by English teachers at SMK Negeri 3 Tanjungpinang, The researcher draws a conclusion that the components of classroom in teaching English was variative because the teacher used all classroom management components, seen from the room that has been well organized. Physical classroom management such as seating formation carried out by the teacher within a certain period of time so that students do not get bored quickly. The teacher also prepare interesting materials to create effective learning activities. And also provide attitudes or example in enforcing student discipline, such as giving directions to students.

5.2 Suggestions

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

1. learning motivation has an important influence on student achievement. If you have good motivation, then learning achievement will also be good. That is why the role of educators is very important in increasing students' motivation to learn English.

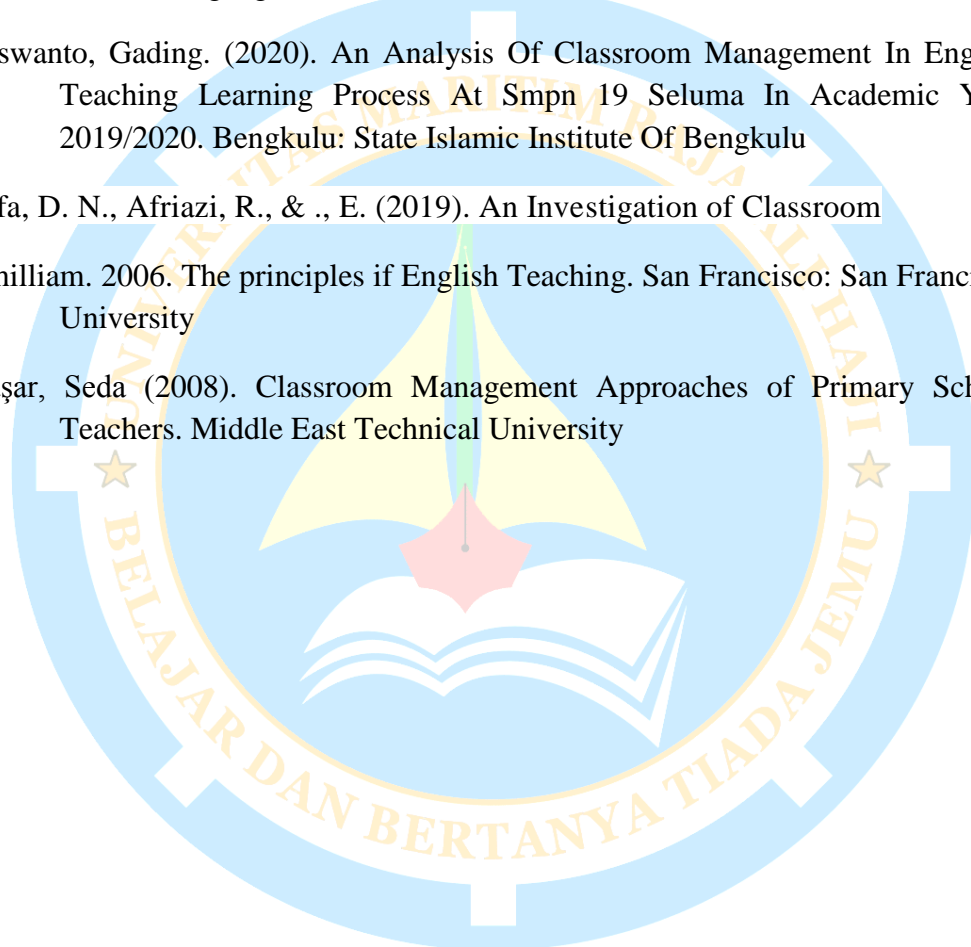
2. The strategy of classroom management as the ultimate goal of learning process. Create a variety of learning methods. Teachers must have creativity in learning methods. So that students do not feel bored and motivated. Giving rewards or awards is one of teacher strategies in motivating students by giving praise, gifts and score.
3. By looking up to this research finding, hopefully it will help them in applying classroom management strategy and will make teaching a communicate characteristic.



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APPENDIXS

APPENDIX 1

INTERVIEW MANAGEMENT CLASS

(Descriptive qualitative at SMK Negeri 3 Tanjungpinang)

Interviewer : Tiara Suci Pratiwi

Respondent : English Teacher SMK N 3 Tanjungpinang

Day/ Date : November 28, 2022

Place : SMK N 3 Tanjungpinang

Time : 13.00

No	Research Focus	Question	Answer
1	Physical Design of Classroom	1. What kind of skill in classroom management that you're focusing in the class?	<i>“ Well... to create an effective and smooth learning environment, classroom management must be done well. Students will focus on receiving subject matter from the teacher in this manner, ensuring that learning objectives are met effectively and efficiently. There are nine basic teaching skills that we must understand correctly, such as opening lesson, explaining, guiding discussions, asking question, managing the class, individual and small group learning and etc. First, I opened the lesson by focusing the learners attention through providing motivation and referring to the connection between the introduction and the core of the teaching. Secondly, creating optimal learning conditions by designing fun activities</i>

			<i>so that students can easily follow the learning.’’</i>
2	Rules and Routines	<p>2. What rules do you use in the learning process?</p> <p>3. How do you set your students behavior in English learning process?</p> <p>4. How do you prepare the class for the learning process?</p>	<p><i>“In my class rules and procedures can be a way for teachers to instill discipline in students. Rules should be presented in a specific and positive manner. For example, respect and listen to the teacher, starting from students must be present on time, students learn in class even though the subject teacher cannot be present, Raise your hand before speaking.’’</i></p> <p><i>“ Hmm,, create rules beginning with the first lesson. It is beneficial for students to write own classroom rules and then use peer pressure to follow those rules in order for students to give their full attention before speaking. And also learn about my students... based on their personalities make it easier to blame them. To be affective, teachers should not generalize, it will be easier to take the necessary actions if I understand their need. ”</i></p> <p><i>“ When I start to teach my class, of course I need to prepare learning materials. All lessons, including English, should be prepared with teaching materials that are included in the lesson plan. To be an effective teaching and learning activity,, I have to make teaching materials that are suitable and interesting for them. In addition, I need to adjust the right method in learning, for example doing simple games, group discussions and others. The final step</i></p>

			<i>in teaching English to assess the learning activities that have been completed. I pay attention to the effective and ineffective points in the learning process. So these points can be considered in future teaching activities.”</i>
3	Relationship	5.How is the communication between the teacher and the student inside the class?	<i>“Communication is key in the classroom...I interact with my students using English for habituation. Of course with language that is easy to understand, the students and I also together create an active atmosphere of practicing speaking English directly in the classroom.”</i>
4	Engaging and Motivation Instruction	6. How do you apply classroom management while teaching English in the classroom? 7.What will you do when you make some	<i>“ the purpose of classroom management is to create an effective and pleasant teaching and learning atmosphere and motivate students to learn well according to their abilities. I must understand how to prepare good materials, develop strategies to overcome student behaviour problems in the classroom management include such as preparing syllabus, lesson plans and materials. I classroom management there is also physical classroom management, such as arranging seating positions, preparing teaching tools or media, classroom equipment such as book, whiteboard, markers and others.”</i> <i>“ To avoid making mistakes while teaching in class, I must be able to</i>

		<p>mistakes on teaching strategy?</p> <p>8. How do you provide the students to be responsive in the learning process?</p> <p>9. How do you make the subject in interest the students?</p>	<p><i>control myself and understand the circumstances... I also need to have teaching strategies so that students and the classroom atmosphere can feel fun. There are several methods for attracting students attention, such as using engaging learning methods and media, implementing game based learning, and so on. When students attention is obtained, the classroom environment becomes more pleasant, which has a positive impact on the learning process.”</i></p> <p><i>“ I use the students activeness by applying the question and answer method to maximize students participation and communication that occurs in the classroom. With this method, students tend to be more active in paying attention to the teacher, so it is easier for me to interact with students.”</i></p> <p><i>“Making my students interested in a subject can be a real challenge. Teachers need to be creative. Yes, making the classroom fun, or making learning activities in the classroom more interesting, so that students can focus and develop their enthusiasm for learning. Creating games is a great way to keep lessons interesting by providing fun learning and developing techniques that tend to motivate students, such as packaging learning materials in the form of video... games makes learning fun and games are an effective way to keep students entertained. Being an</i></p>
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		<p>10. How do you train the students to be active in class?</p>	<p><i>effective teacher is important work, but it doesn't mean always have to be serious in the classroom. Try a little fun and games. Students may have different interests and learning style from us.'</i></p> <p><i>".. As I have explained earlier that active students in the classroom who actively participate in learning, want to express opinions, answer question and ask question when facing problem in their learning. In order for students to actively participate in learning, strategies, methods and approaches are needed. For example, such as doing a lot of practical activities not only theory, group discussion, and also question and answer methods, so that students are more active in the learning process."</i></p>
5	Discipline	<p>11. What effectiveness do you know after organize the classroom?</p>	<p><i>" classroom management for effective learning is the arrangement of the classroom space such as arranging seating. I change the seating formation within a certain period of time so that students do not get bored in classroom. Also, from the beginning, I set rules that have been agreed upon, such as respect and listen to the teacher, arriving on time, raising your hand before speaking. We also have to prepare many ways to keep students focused on paying attention to the lesson, for example asking question to students who are less focused. "</i></p>

APPENDIX 2

RESEARCH PERMISSION LETTER



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Politeknik Senggarang. Telp. (0771) 4500099; Fax. (0771) 4500090
PO. BOX 155 – Tanjungpinang 29111
Website: www.fkip.umrah.ac.id e-mail: fkip@umrah.ac.id

Perihal : Permohonan Izin Observasi

Yth. Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Maritim Raja Ali Haji
Tanjungpinang.

Dengan hormat,

Melalui surat ini saya sampaikan kepada Bapak Dekan FKIP UMRAH bahwa saya:

Nama : Tiara Suci Pratiwi
NIM : 150388203033
Semester : 15
Jurusan : Pendidikan Bahasa Inggris

Dengan ini mengajukan permohonan izin observasi Penelitian saya yang berjudul "An Analysis of Teachers' Classroom Management in Teaching English At SMK Negeri 3 Tanjungpinang." di sekolah SMK Negeri 3 Tanjungpinang.

Demikian permohonan ini saya sampaikan. Atas perhatian dan kebijakan Bapak, saya ucapkan terima kasih.

Tanjungpinang, 31 Oktober 2022

Mengetahui,
Ketua Prodi

Dewi Nopita, S.Pd., M.Pd.
NIP 198201232014042001

Pemohon,

Tiara Suci Pratiwi
NIM. 150388203033



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Nomor : 6270/UN53.3/KM/2022

11 November 2022

Hal : Izin Observasi

Yth. Kepala SMK Negeri 3 Tanjungpinang
Kota Tanjungpinang

Dengan hormat,

Kami yang bertanda tangan dibawah ini menerangkan mahasiswa dengan identitas sebagai berikut:

Nama : Tiara Suci Pratiwi

NIM : 150388203033

Yang bersangkutan adalah mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji yang akan mengadakan Observasi awal guna penyusunan proposal penelitian di Sekolah yang Bapak/Ibu pimpin dengan judul yang akan diteliti adalah **"An Analysis of Teachers' Classroom Management in Teaching English at AMK Negeri 3 Tanjungpinang"**.

Harapan kami agar Bapak/Ibu dapat memberikan izin kepada yang bersangkutan. Atas bantuan dan kerja sama Bapak/Ibu, kami ucapkan terima kasih.



Dekan,

Assist. Prof. Satria Agust, S.S., M.Pd.
NIP. 19800818201541001

BIOGRAPHY



The researcher, Tiara Suci Pratiwi was born in Tanjungban on 9 July 1997. The researcher's mother is Maryani and her father is Agustiar. She finished her study in SDN 002 Singkep in 2009. Then she was graduated from SMP Negeri 2 Singkep in 2012 and SMA Negeri 2 Singkep in 2015. In 2015, the researcher entered University of Maritim Raja Ali Haji and took English Education Study Program as her major. The researcher finished her study on 2023.

