CHAPTER I

INTRODUCTION

A. Background of the Problem

The success of the learners in the learning is determined by the teacher's strategy in explaining the material and also the teacher's skill in managing classroom. Classroom management is needed because from day to day and even from time to time the behavior and actions of the students are always changing. Today students can learn well and quiet, but not necessarily tomorrow. Yesterday the students migh have fear competition within the group, otherwise the future it may be less fear competition. It describes classroom management is not easy to be done. As Djamarah state, "the main and the most difficult of the teachers' task is classroom management, especially any one approach which is said to be the most excellent in classroom management."[1]

Classroom management is a term commonly used by teacher to manage students, facilities, equipment, and situation in the classroom. Nowdays, it is more on how to ensure that classroom lessons run smoothly despite different kinds of students' behaviour.[2] Included in the classroom

[1] Djamarah, B. S. (2000). *Guru dan Anak Didik Dalam Interaksi Educatif*. Jakarta: Pt Rineka Cipta. P, 144

[2] Leo, Sutanto. (2013). *A Challenging Book to Practice Teaching in English*. Yogakarta, Y: C.V Andi offset. H, 203

management eg: termination behavior of students who distract the class, awarding prizes for the accuracy norm productive group.

There are some opinions about the purpose of classroom management. According to Rusydie there are four purposes of the classroom management, they are: Regulate the use of the facilities properly, nurture and guide the student in accordance with a diversity of backgrounds, help students learn and work in accordance with the potential and capabilities it possesses, helping students to work in an orderly manner, so that the goal of teaching effectively and efficiently in the classroom can be achieved. Suharsimi Arikunto also argues that the purpose of classroom management is each of the students in class can work in an orderly manner, as to achieve the goals of teaching effectively and efficiently, he said as a good indicator of a class is when continue to work, each child continued to do the job without wasting time. Based on the experts' opinion above, the researcher assume that the main problem of classroom management is on the students' behavior.

To achieve the purpose of the classrom management, the teachers should be able to control the classroom. The teachers should be able to handle and direct the behavior of students in order not to spoil the atmosphere of the class, if in case there is the behavior of students who are less harmonious, for example crowded, mischievous, sleepy, or interfere with other friends, teachers should be able to take appropriate measures, such as stopping behavior learners, then redirect to a more productive, so that a teacher can increase the excitement in learning and the harmonious relationship between

teachers and learners and learners will also be interested in the learning process.[3] Teachers should be able to make a good classroom management to create an effective and conducive learning process. Without a good classroom management capabilities, another teachers' abilities can be neutral, in the sense of less positive effect or impact on student learning.

The hopefulness that never disappears and always demanded of the teacher is how the lesson material which is explained by teachers can be mastered by learners completely, this is a problem that is quite hard to deal with teachers. This difficulty is due to students not only as an individual with all it is uniqueness, but they are also social beings with different background. There are at least three aspects that distinguish students with each other, they are: the intellectual aspects, psychological, and biological. These three aspects are recognized as the root causes that gave birth to the variety of attitudes and behavior of learners. It has also become a difficult task for teachers to manage the classroom well.

To manage a better class there are three important issues ragarding classroom management: giving motivation, keeping discipline, and gaining respect.[4] In giving the motivation the teachers should usually strive to make the lessons personal to the students to keep their excitment or motivation. There are two kinds of motivation, those are intrinsic and extrinsic motivation. Intrinsic motivation is an internal motivation which is normally derived from involvement with previous learning activities and people around

[3] Sadirman. (2006). *Interaksi dan Motiasi Belajar Mengajar*. Jakarta, J : Raja Grafindo Persada. P, 169

[4] Leo, Sutanto. Op. Cit. P, 203

them. External motivation is an external individual motivation coming from teachers, classmates, people around them or environment. There are some ways needed to be done by teacher to maintain students' interest or motivation. They are: building students' confidence, creating self-motivated independent learners, fulfilling the needs of students, making students active, applying different teaching methods, giving constructive feedback, and giving a challenge. Although their different levels of intelectual and various personalities such as being smart, slow, enthusiastic, restless, disobedient, stubborn, frightened, emotional, lazy, trouble makers, and so on, the teacher should be able to make them learn and work according to the expected learning objectives.

In keeping the discipline the students and the teachers need to have some common rules which should be complied by them consistently. Consistency is very important. Rules are effective for every student. When the teacher is inconsistent with the rules, students my think that the teacher is not fair, he likes certain students but dislikes the others. There should no teacher's pet if every students get the same treatman.

In the last, the teachers should suggest the students to respect each other as an individual, the teachers can use many ways to show respect likes: being nice, smiling, greeting by name, facial expression and eye contact, showing an enthusiasm, being honest, giving feedback, being noisy, and becoming a right model.

The problem related to the implementation of classroom management could happen in any level of education to any subjects, unexceptionally to English class in junior high school. As a foreign language-learning subject learning English could either be exciting or frightening for the students. Therefore, the ability of the English teacher in managing the classroom and creating supporting atmosphere is mainly required for the effectiveness of the instruction.

Realizing the significances of classroom management to support English teaching and learning process in Junior high school, it was thought to be important to hold a well-structured and detail investigation about "The English Teachers' Skill In Classroom Management" especially in a junior high school.

The implementation of classroom management could happen in any school and any subject, unexceptionally in MTI Canduang for English subject who taught by English teacher. MTI Canduang is a private school which is existed by Syekh Sulaiman Arrasuli in 1926 and the located in Canduang. There are three grades in MTs-TI Canduang; seventh, eighth, ninth. For English lesson they are tought by two teachers with initial teacher Z and teacher Y. Teacher Z is entrusted to teach seventh grade while teacher Y is entrusted to teach eight and ninth grade.

Based on the experiences when the researcher did field practice program (PPL) in MTI Canduang and also pre observation and interview that researcher conduct at February 1st 2017, the researcher found that some

students still less in motivation to learn English. Based on the researcher's observation in second class when teacher Y taught, she gave the motivation word in the beginning of the lesson but more or less of 10 students seen slepy and talked each other in the learning process, it showed the students were less motivation to learn English. More or less of 6 students in the class come late to the class, while the students did not allow to came late more than ten minutes and about 5 students made noise in the class, it showed the students didnot respect the teacher who explained the material. In conclution, about 75 % students from 28 students in the class did misbehavior.[5]

In addition, teacher Y also told to the researcher, "in learning process many students still lack in motivation to learn English because they do not know yet the function of English in real live, some of them rarely keep discipline in the class, and they did not respect to each other, but they were respect to the teacher."[6]

Another problem the researcher got in interviewe with the English teachers in initial teacher Z, she also told to the researcher, "it is difficult to manage a class of students in their diversified, especially classes who are known as a naughty students and the voice of the students are too loud."[7]

Knowing these facts were raising a big curiosity in the researcher's mind about the skill of English teachers in managing the class especilly in managing the students. It is the reasons for the researcher to conduct the research entitle: **"ENGLISH TEACHERS' SKILL IN MANAGING**

[5] Observation, MTI Canduang, February 1st 2017
[6] Yanti, Novri, *Personal Interview*, English teacher, Thursday, March 23rd 2017
[7] Zuryati. *Personal Interview*, English teacher, Wednesday, February 1st 2017

STUDENTS IN THE CLASSROOM AT JUNIOR HIGH SCHOOL IN MTs-TI CANDUANG."

B. Problem and Focus of the Research

Based on the background of the problem above, the reasearcher found some problems occur in English teachers' skill in classroom management that can be identified as follow :

1. The English teacher had motivated the students but the students are still lack in motivation
2. The English teacher had keep discipline in the class but some of the students are still undiscipline.
3. The English teacher had did some ways for gaining respect from the students but some of the students are still unrespect.
4. English teacher felt difficult in manage the students who have different background each other.

From the problem above, the researcher focuses this study on the English teacher's skill in manage students by giving the motivation, keeping discipline and gaining respect in classroom management at junior high school in MTs-TI Canduang.

C. Research Question

Based on the focus of the research above, the research questions is formulated as follow :

1. How do the teachers motivate the students ?
2. How do the teachers keep discipline in the class ?

3. How do the teachers gain respect each other to the students ?

D. Purposes of the Research

In accordance with the research question above, there are three purposes of this research as followed :

1. To know teachers' ways in motivating the students
2. To know teachers' strategy in keeping discipline in the class.
3. To know teachers' ways in gaining respect each other to the students.

E. Significance of the Research

The researcher supposes that the research finding might be useful for many people, such as :

1. For the teacher

   This research is hoped as an input to the teacher to improve their skill in classroom management.

2. For the writer

   This research is submitted as a partial fulfillment of the requirement to obtain strata one degree on English education section in IAIN Bukittinggi.

3. Next researcher

   The researcher also hopes that this will be useful for the next researcher who will conduct the similar research.

F. Definition of Key Term

Some essential terms used in this research are defined as follows :

1. Teachers' Skill

   Teaching skill is defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly.[8]

2. Students management

   Classroom management is a term commonly used by educator to manage students, facilities, equipment, and situation in the classroom. Nowdays, it is more on how to ensure that classroom lessons run smoothly despite different kinds of students' behaviour.[9]

[8] Bernawi., & Arifin, M. (2015). Microteaching : Teori dan Praktik Pengajaran yang Efektif & Kreatif. Jogjakarta: Ar-ruzz media. P, 127

[9] Leo, Sutanto. op. cit., p, 203

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Classroom Management

a. Definition of Classroom Management

The term of management and also the term of class has been known in modern society. Classroom management is derived from two words they are: management and class.[1] Koontz and Weihrich in Danim state, "management means the process of designing and maintaining an environment in which individual, working together in group, efficiently accomplish selected aims."[2] While class is defined by Hornby in Oxford Advances Learners' Dictionary in Danim as a group of students taught together or location when this group meets to be taught.[3] The definition of management also defined by Scanlan and Key in Danim as a process of coordination and integration all sources likes human, facilities, and technical to get the specific purpose.[4] Hornby in Danim defined classroom as room where a class of pupils or students is taught.[5]

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[1] Danim, Sudarwan. (2002). *Inovasi Pendidikan : dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan.* Bandung: CV PUSTAKA SETIA. P, 166

[2] Ibid. P, 164

[3] Ibid. P, 167

[4] Ibid. P, 164

[5] Ibid. P, 167

Traditionally, classroom management has been focused on how teachers react after students misbehave. The emphasize was on discipline, or the specific action teachers or others take in response to a student who disobey a reasonable classroom or school rule (Wolfgang and Kelsay, in Cruickshank, Jenkins, and Metchalf). For today's classroom, a comprehensive management plan should include both proactive (preventive) and reactive (disciplinary) management strategies.[6]

Classroom management refers to the creation of atmosphere or conditions of class that allows students in the class to be able to learn effectively. Therefore, classroom management is a set of activities to develop students' desirable behavior and reduce or eliminate undesirable behavior, develop interpersonal relationships and socio-emotional climate positive and to develop and maintain effective classroom organization and productive.[7] In another word classroom management is a term commonly used by educator to manage students, facilities, equipment, and situation in the classroom.[8]

The reseacher concludes that, classroom management is the art of arranging the learning process in the classroom, from the beginning

[6] Cruickshank., D. R., Jenkins, D. B., & Metcalf, K. K. (2009). *The Act of Teaching* (5th ed.). New York, NY: Mcgraw-Hill. P, 393

[7] Mulyadi. (2009). *Classroom Management: Mewujudkan Suasana Kelas yang Menyenangkan bagi Siswa*. Malang: UIN-Malang Press. P, 2-4.

[8] Leo, Sutanto. (2013). *A Challenging Book to Practice Teaching in English*. Yogakarta: C.V Andi offset. H, 203

until the end of the study conducted by teachers with effective ways. Classroom management in manage the students refers to the ways of teachers in giving motivation, keeping disciplin, and gaining respect , in order to achieve the expected learning goals.

b. Function and Purpose of Classroom Management

Classroom management is a skill which should be mastered by the teacher in deciding, comprehending, diagnosis, and to be able to act to improve good dynamic classroom situation. Some aspects that should be notice by the teachers in classroom management are the classroom's characteristic, classroom situation, the act of selection and the creativity. Classroom mangement besides giving significance to creating and maintaining optimal classroom conditions, classroom management also have some functions: provide and equip facilities for all kinds of tasks, for example: assist the group in the division of tasks, helping the formation of groups, facilitate cooperation in finding purposes organization, help the individual to be able to cooperate with the group/ class, help the working procedure and change the conditions of the class, maintain in order the task can run smoothly.

While the purposes of classroom management are: realizing the situation and condition of the class, as a learning environment that allows students to develop their skills as much as possible; remove obstacles that may hinder the realization of the learning

interaction; provide and arrange facilities and media that support and enable students to learn in accordance with the social environment, emotional and intellectual in the classroom; to foster and guide the student in accordance with a background in social, economic, cultural and individual properties.

John W. Santrock in Mulyadi argues, for effective classroom management aims to help students spend more time learning and reduce time activities that are not oriented to the learning objectives and prevent students experiencing academic and emotional problems. Classes are managed properly will keep students busy with a challenging task and will provide activities where students become absorbed into it, motivated to learn, understand the rules and regulations that must be obeyed. In such a class, students are less likely to experience emotional and academic problems. Conversely, poorly managed classes, emotional and academic problems will easily emerge. Students who are not academically motivated will become increasingly unmotivated. Students who are shy will become reclusive and recalcitrant students will increasingly brazen.[9]

Based on the description above the researcher concludes, the function of classroom management is to facilitate and maintain all the tasks to run smoothly while the purpose of classroom

[9] Mulyadi. Op. Cit., P, 4-5

management is to facilitate students in the absorption of knowledge, talent and student interest.

c. Preventing Management Problems

Effective teachers begin early in the school year to systematically implement a carefully developed plan. They thougfully establish the physical and psychological environments in their classroom. Futher, they plan and implement classroom routines to make the classroom a more predictable place.

1) Establishing the phisycal and psycological environment

The classroom environment has a powerful impact on students' behavior, learning, and motivation. Teachers can manipulate two elements of the classroom that are independent of the people who inhabit it. The shape and size of the room, the seating arrangement, and the location and availability of equipment and materials are major aspects of the physical environment. Because these are concrete and observable, most of the students in the classroom would describe the physical environment in the same way.

In contrast, the psychological environment exists only in the minds of those who occupy the classroom. As a result, the students and teacher may experience and describe the psychological environment in diffrent ways. The psychological environment is sometimes reffered to as the classroom climate.

It includes the emotional tone of the classroom and the comfort level students feel with the teacher, learning task, and one another as a social group (Eggen & Kauchak; Walberg in Crickshank).

a) Planning the physical environment.

Effective classroom management starts with decisions about the physical environment in the classroom, or classroom design. Ideally, the design reflect a learning community where work flows throughout the classroom, where material are readily available, and where the logical organization of classroom enable students to feel safe and to maximize learning.

The physical environment is influencies students' behavior and learning. Maslow in Cruickshank suggests, "everyone, students and teachers alike, has a basic need to feel safe and secure in their surroundings." They also need to feel valued as a members of a social group or learning community and to be challenged by new and engaging experiences. Classroom design can minimize or eliminate many classroom problems.

1.1 Seating pattern. One of the most obvious aspects of the physical environment is a seating arrangement. Students need to know that the classroom is a safe,

comfortable place for positive social and academic experiences. They need enough space to move freely and to work at their desks or in small groups without distractions.

2.1 Equipment and materials. Students should have access to resources and supplies without reaching across others students' desk or crowding their chairs.

3.1 Room arrangement. Distraction and congestion can be minimized in complex classrooms by arranging furniture in a way that orients students toward the primary sources of information yet also gives them access to resources and activities without distrubing others.

b) Planning the psychological environment

Psychological environment is the climate or atmosphere of the class that potenially influences what students learn. A positive learning environment promotes cooperative working relationships and help prevents discipline problems (Cokson in Cruikshank). Three aspects of the psychological environment are consistenly linked with students' learning : emotional affect, or tone; task orientation; and organization (Wang et al., in Cruikshank).

1.1 Tone. An inviting classroom is an appealing, positive place that provides a sense of phsycal and emotional safety for students and teacher. that is, it has a positive tone. To create a classroom where students feel psychologically and emotionally safe, a classroom is characterized by three qualities : it is attractive, it encourages prosocial development, and it exhibits ownership.

Effective teachers use color, light, temperature, and display to create an attractive classroom tone where students feel save and comfortable (Cookson; Intrator in Cruikshank). For example, to offset the cold impression that wood or linoleum floors, formika desks, fluorescent lights, and plaster or concrete walls convey, you can could use soft, textured bulletine board converings, plants, family photographs, a rocking chair with a seat cushion and posters.

2.1 Task orientation. A classroom with positive environment is a busy, task-oriented place. In task-orientes classroom, students perceive there are definite learning goal to persue and believe tjey will be held accountable for reaching those goal.

3.1 Organization. A classroom with a positive psychological environment is also organized in a predictable way. Clear, concise and concrete limits define appropriate behavior and learning.

2) Establishing classroom rules and routines

Classroom rules are directions that teach prosocial behaviors and create an environment conducive to learning. Calssroom rutines are established pocedures that direct and coordinate how students move and how events occur. Jackson contends that many students fail at school not because they lack intelligence, but because they are unable to dechiper or understand classroom procedures which may vary greatly from routines at home. This suggests the need for well-articulated rules and routines that are negotiated with students to make the classroom less complex and to maximize student learning.

Teachers also benefit from rules and routines. A predictable classroom is less stressful for the teacher. certain routines, such as taking attendance and collecting papers, becom automatic, predictable classroom events and enable teachers to use class time more effectively. Routine help ensure that needed materials are avilable and that students kow how to go about their learning activities.

> Given the benefits to classroom rules and routines for both students and teachers, it is important to consider how establish them. Indeed, in well-organized and managed classrooms, teachers spend at least as much time early in the year planning and establishing classroom rules and routines as they do not content instruction (Emmer, Evertson, & Anderson in Cruickshank, Jenkins, and Metcalf).[10]

In conclution, the teachers can prevent the problem of classroom management by establish the physical and psychological environments in their classrooms. Futher, teachers can plan and implement classroom routines to make the classroom more predictable place.

d. Monitoring Students' Behavior

Monitoring enables the teachers to signal students when they are drifting into inappropriate behavior and to redirect their attention to instruction, thus preventing more serious misbehavior.

1) Holding students accountable

Unfortunately, students are sometimes reluctant to take responsibility for their behavior and learning. As a result, teachers must be alert to follow through and reinforce the classroom norms and responsibilitis established early in the

[10] Cruickshank., D. R., Jenkins, D. B., & Metcalf, K. K. Op. Cit. P, 394-408

year. Teachers need to develop creative and constructive procedures not only to hold students accountable for their learning and behavior, but also to help them take responsibility for maintaining a learning community.

In clasic study involing years of classroom observation, Kounin described strategies effective classroom managers use to monitor students and to hold them accountable for their behavior and learning throughout the school years.

a) Withitness

Effective managers monitor classroom using withitness; that is, the teachers aware of students behavior in all concers of the classroom at all times. Such teachers seem to have eyes in the back of their heads! The teachers try not to turn their back to the class when they are writing on the whiteboard. Instead, stand at an angel to the board so that you can easily glance over your shoulder to observe students' behavior. Withit teachers detect inappropriate behavior early and deal with it quickly. The teachers know who started the problem and do not depend on students to tell them what happened. Nor do they scold the wrong student. In fact, withitness is the most effective teacher skill at reducing the disruptive behavior (Marzano, Marzano, & Pickering in Cruikshank).

b) Overlapping.

Effective classroom managers are also able to monitor more than one classroom activity at a time, an ability called overlapping. Overlapping is especially important when students are involved in collaborative work. Teacher who overlap can, for example, instruct a small group of students while keeping the remaining students on task.

c) Smoothness and momentum.

Smoothness and momentum are strategies for pacing the lesson. These suggest that the teachers should move the class trhough the lesson at a brisk pace without interruption. In wll-pace lessons, students are interested and attentive and less likely to misbehave. In addition, effective teachers who demnstrate smoothness focus on the subject at hand rather than attending to irrelevant or intrusive details; they do not interrupt students engaged in learning activities “haging in mid-air.”

Momentum concerns a teacher’s ability to avoid behaviors that slow down the pace of the lesson. Such behaviors include overdwelling on students behavior or on a minor point in the lesson and dealing with students individually rather than as a group. A teacher exhibiting

good momentum, foe example, gives clear directions regarding an assignment to entire class, than checks for understanding of those directions. A teacher lacking momentum fails to give clear directions and so must respond to students individually when they question the details or directions of the assignment.

d) Group alerting.

Group alerting is the process of holding students accountable for their behavior and learning. Teacher can keep students alert by asking or reminding the students of what they should be doing, by having them repeat rules and routines they should be following, and by calling attention to appropriate behavior.

2) Rewarding and reinforcing students

A second key to maintaining a learning environment is to reinforce the responsible behavior. According to reinforcement theory, which is based on operant conditioning, behavior that is rewarded is strengthened and therefor likely to be repeated. Conversely, behavior that is not somehow reinforced will eventually diminish. Correctly implemented, reinforcements and reward provide a systematic and humanistic approach to guide students away from misbehavior and toward independent self-control which is essential for a learning environment.

a) Applying reinforcement theory

A wise teacher is aware of the reinforcers learners need and want. Four types of reinforcer are commonly used in classroom : social, activity, tangible, and negative reinforcers (Goets, Alexander, & Ash; Hunter; Kazdin in Cruikshank).

Social reinforcers send a positive message to the students from the teacher, a message of approval. Verbal praise, smiles, time spent with students, and apprpriate physical contact are social reinforcers that are easy to give.

Activity reinforcers are privileges not routinely accorded to everyone. Acces to the gym or computer, extra free or recess time, working with a friend and class responsibilities such as taking message to the office or helping to decorate a bulletin board are examples of activity reinforcers that many students prefer. The weakness with using such activity reinforcers is that they may not be immediately available. This makes immediate reinforcement ampossible and weakness their effectiveness.

Tangible reinfocers ar concrete objects that a student needs or wants. Often refers to as extrinsic rewards, they include stikers, food, award certificates, an points or tokens redeemable for larger rewardsr special events.

A less positive but often effective approach to managing behavior is to use negative reinforcement. Negative reinfocement is important in helping students to develop self-control in classroom because the students is in charge of what happens (Hunter in Cruickshank). With negative reinforcement, something unpleasant is removed from the student's life when he or she makes good choice about how to behave.

b) Scheduling reinforcement

Scheduling means changing the frequency of reinforcement in response to student's behavior. Teachers should return to a schedule of regular, frequent reiforcement like tha use at the beginning of the year. Returning to a frequent reinforcement schedule and remaining students of their responsibilities enables you to maintain the learning enviroment during periods of classroom stress.

c) Criticism of reinforcement theory

Critics and advocates of reinforcement theory alike are quick to point out that there is a misused, they do not produce lasting changes in attitudes or behavior. Further, they are ineffective in helping students becom caring, responsible people or self-directed learners (Kohn in

Cruikshank). Criticisms and dangers of applying reinforcement theory follow.

1.1 Some people object to the application of reinforcement theory because they think it is “bribing” students to do what they should do anyway: follow the classroom rules.

2.1 Some critics contend that teachers frequently use rewards to overcontrol students. This amounts to doing things to students rather than working with them and ultimately frays relationship.

3.1 Some charge the reinforcement theory is impratical for classroom use. The expanse and time associated with implementing a system of rewards and tokens makes this approach unacceptable to many teachers. Futher, it is unlikely that teacher can monitor or systematically reinfoce more than a fraction of the desirable behaviors occuring in their classroom.

4.1 Other question whether praise and social reinforcement have powerful effects on most sudents after first or second grade. Worse yet, some research suggest that praise used inappropriately can have as negative impact on students

5.1 Critics warn tha emphasizing reward causes students who are already intrinsically motivated to lose interest in whaterver they are rewarded for doing and in learning for

its own sake. Further, rewards tend to encourage underachievement and to stifle creativity and risk taking.[11]

In conclution, monitoring enables teachers to signal students when teacher are drifting into inappropriate behavior and to redirect their attention to instruction, thus preventing more serious misbehavior.

e. Attempting to manage a better class

Classroom manangement refers to the way in which student behavior, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively. It is not merely to prevent their disruptive behavior but how teachers organize the classrooms so that the students know and follow clearly defined rule. To make it happend there are three important issues regarding classroom management: giving motivation, keeping discipline, and gaining respect.

1) Giving motivation

If a teacher is excited to teach a lesson and be with his students, there must be response of feeling from the students to catch the excitement. the teacher usually strives to make the lessons personal to the students to keep their excitement or motivation. There are two kinds of motivation, those are intrinsic and extrinsic motivation.

[11] Ibid., P,408-414

a) Intrinsic motivation

This is an internal individual motivationwhuch is normally derived from involvement with previous learning activities and people arround them. Every student or teacher always feels good at appreciation and is interested in rewards they get. Their feeling and interest need to be reminded and developed to keeep them feel motivated.

b) Extrinsic motivation

This is an external individual motivation coming from teachers, classmates, people arround them, or environment. To motivate students when the term or semester begins, some teachers use the fist session of the class to introduce themselves, disscuss the syllabus, to inform the books to read, evaluation mechanism, and rules. Each teacher tries to motivate them using their own ways such as giving advice, telling experience, informing tis how to be successful, and so on.

There are some ways needed to be done by teacher to maintain students' interest or motivation. Although their different levels of intelectual and various personalities such as being smart, slow, enthusiastic, restless, disobedient, stubborn, frightened, emotional, lazy, trouble makers, and so on, the teacher should be able to make

them learn and work according to the expected learning objectives.

1.1 Building students' confidence. As motivator, a teacher is able to encourage students who are lazy, silent, unconfident, and hopeless to become more confident and hopeful gradually. Confidence is gained when students are able to do something which prides themselves on their ability. This confidence develops when they get regular oportunities to demonstrate their abilities followed by feedback, appraisal, and prais from other students or the teachers. Praise builds students'self-confidence, competence, and self-esteem. On the other hand, they can lose their cofidence and will never try again if they feel embarassed, unappreciated, dissapointed, frustated, r being looked down by others including the teachers. Ngative comments and feed back can demotivate students.

2.1 Creating self-motivated independent learners. To motivate students, teachers need to d a lot of different things that encourage them to become self-motivated indeendent learners. Lowman and Lucas, Weinert and Kluwe, and Leo suggest the teachers to do these following things: to give frequent, early, positive feedback that supports students' beliefs that they can do well; to ensuer

opportunities for students success by assigning tasks that are neither too easy nor too difficult; to help students find personal meaning and value in the material; to create an atmosphere that is relaxed, open and positive; to help students feel that they are valued members of learning community, and to give them oportuinities and challenge to demonstrate their abilities to do something.

3.1 Fulfilling the needs of students. McMillan an Forsyth in Davis, suggest the need of students as follows: the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and do interact with other people. It is not simple to fulfill all those students'needs but teachers have to do their best to satisfy their needs. Satisfying them is rewarding in itself, and such rewards sustain learning more effectively (Davis). To make them satisfied, teacher are suggested to do the following things: designing in class activities, discussing questions to address these kinds of needs, design assignments, involving students to engage in low level learning activities until learning activities such as hearing, seeing, describing, explaining, relating,

applying, and theorizing, as it is said by Glasser. Biggs, Waidi and Leo.

4.1 Making students active. Meyers and Jones define active learning as learning environments that allow “students to talk and listen, read, write, and reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing, and other activities all of which require students to apply what they are learning”. It is therefore teacher need to be creative to use various different activities. The more different activities show the more creativity.

5.1 Applying different teaching methods. Forsyth and McMillan state that variety reawakens students’ involvement in the course and their motivation. For that reasons, a teacher has to break the routine by incorporating a variety of teaching activities and methods in our course: role playing, debates, brainstorming, discussion, demnstrations, case studies, audiovisual presentations, guest speakers, or small group work. They are all very important to avoid the boredom.

6.1 Giving constructive feedback. Feeedback is to make students aware of their strength, weakness, and achievement and more importantly is to improve their

achievement and motivation. Without feedback, students' motivation can decrease or even they lose their motivation as they are not able to improve themselves.

7.1 Giving a challenge. Students are able to make the teachers surprised when they are able to do their challenging assignments satisfactorily.

2) Keeping discipline.

Being discipline is a habit to do something at the right time, in the right place, and situation accordingly. This habit is invaluable for one's own life, people around him and his environment. If someone is not able to dicipline himself, he will make himself in trouble and will distrub people arround him. At school, being late disturbs other students, the teacher and the learning progress. It is human to be late if it happens only once or twice because of small accident, flood, engine trouble, or road-work that we can never predict. However, if it becomes a habit, it is serious disease, no one else can cure except one's self.

a) Positive attitude

Teacher's attitude in the classroom has a big influence on students. Many students like to imitate their teachers especially their excellent habits, their frequent expressions, gestures until their rude

attitude or silly performances. Positive attitude gives positive influence but negative attitude brings negative impacts.

b) Empty threat

Threat is a harmful action. If a teacher threats students with a serious punishment but he does not do the punishment, it is called empty threat. By the time the students know that the teacher only give an empty threat, they will never hear his threats. Teachers are suggested not to issue threats but to encourage students all the time. Encouragement is far more effective than threat.

c) Setting rules

The rules that are made and discussed at the beginning of the semester will bring positive impact when everyone in the class obey them and bring negative impacts if someone breaks them.

d) Disruptive behavior

Disruptive behavior happens at any possible time in class. However, teachers should be smart and ready to follow through with their plan and should use some strategies to pevent the unacceptable behaviors. Teachers should have a corrective

discipline plan and also need to have a suitable theories on what will happen if a students act inappropriately.

3) Gaining respect.

Respect is to feel or show admiration for someone that we believe has good ideas or qualities. Scoville states that we may think tha being a teacher automatically means the students must respect us and our ways. Ideally, we need to earn the respect of our students just as we respect them if they earn its as well. Haver (n.d) suggest that respecting each students as an individual will help a teacher earn the respect of their students. There are many ways to show respects.

a) Being nice.

Being nice relates to the ways we think of, behave, and threat other people such as acting, speaking, looking at, smiling, sitting, standing, eating, giving something, and so on in our everyday life. The basic first step to earn students' respect is simply to be nice to them. Being nice should be shown naturally and cosistently by the teachers.

b) Greeting by name.

If most of our students happen to have similar mother tongue, it is sometimes good to greet using their mother language. They may feel touched, welcome and respected by greeting more over by name. Mukichi (n.d) in Leo states that greeting by names remind students that the teacher knows them all by their names. It minimizes truancy and earns respect as a teacher.

c) Smilling.

Mother Theresa in Leo, state that “peace begins with a smile”. A smiling face does not only show appropriate to give a smile to students. It is also believed that teacher also feel respected when students give them smiles.

d) Facial expression and eye contact.

Osborn & Osborn in Leo, state tha frequent and sustained eye contact suggests honesty, openness, and respect. Wiked suggests that eye contact is a great way to show them that we respect them and their respect for us will grow as well.

e) Showing an enthusiasm.

It is very important for teachers to show their enthiesiasm and interest to teach and meet students. Their enthusiasm and interest that can be seen from the

way they present a lesson, they respond to students' questions, and they give feedback or comments are able to make students enthusiastic and interested.

f) Being honest.

A teacher who lies to students in lesson des not earn respect from students. Mukichi (n.d) suggests that it is better to tell the students the truth that we don't know the answer if they as a difficult question. Being honest and sincere with them this will earn us respect and dignity from them. If we lie to them and then later discover that we lied definitely we will go into the dustbin of respect.

g) Giving feedback.

Feedback is a kind of appreciation given to students to appreciate what they have been done. This kind of appreciation produces respect which gradually build students' trust and confidence with the teacher.

h) Being noisy.

Quite class is not bad but too much emphasis on keeping our class quite make students individualistic. It is better to have students controlled activity which encourages students to have a discussion.

i) Becoming a right model.

> Teachers' respect to students in classroom is a model of attitude which is often immediate by students. Therefore, it is very crucial for a teacher to become the right model.[12]

Giving motivation, keeping discipline, and gaining respect are the most important aspects in classroom management. They must be learn and applied in the learning process. A good teacher is able to motivate, to discipline the students and himself and to make students respect everybody in successful learning process.

2. Teacher's Skill

Skill is an ability and capability acquired through deliberated, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job function involving ideas (cognitives skill), and/ or people (interpersonal skill).[13] Teaching skill is the most specific instructional behaviors.[14] Teaching skill can answer the question of how to teach. There are eight skill that should be mastered by the teacher; skill to open and close the learning, skill to explain the material, skill to use variation, skill to give the reinforcement, skill to asking, skill in classroom management, skill to teach individual and group, and skill to lead the group discusion. That skill should be used

[12] Leo, Sutatnto. Op. Cit., P, 203-220
[13] Dictionary. Business (online)
[14] Bermawi & Arifin, M. (2015). *Micro Teching.* Jogjakarta, J: AR-RUZZ MEDIA. P, 127

correctly in good situation. All of this skill is important to reach the goal of learning.

B. Review of the Related Studies

There are some relevant studies conducted by other researchers to support this research. The first study was done by Leni Rahmadani, entitle keterampilan guru agama Islam (PAI) dalam pengelolaan kelas di kelas XI TBT (teknik Broadcasting TV) SMK Pembina Bangsa Bukittinggi. This research studied about the teacher's skill in classroom management espeacially the skill in create and maintain the optimal learning condition (preventiv) and the skill in return the optimal condition in learning (curativ). The result of this research was the teacher's skill in preventiv and curativ the optimal condition in learning still lack. It was seen from the components of classroom management wich were not applicated yet likes the teacher less in gave the reward to the students positive behaviors and the teacher did not modificate the optimal students behavior yet, in another word, the teacher just gave the advise and did not give the solution to the students bad behavior.

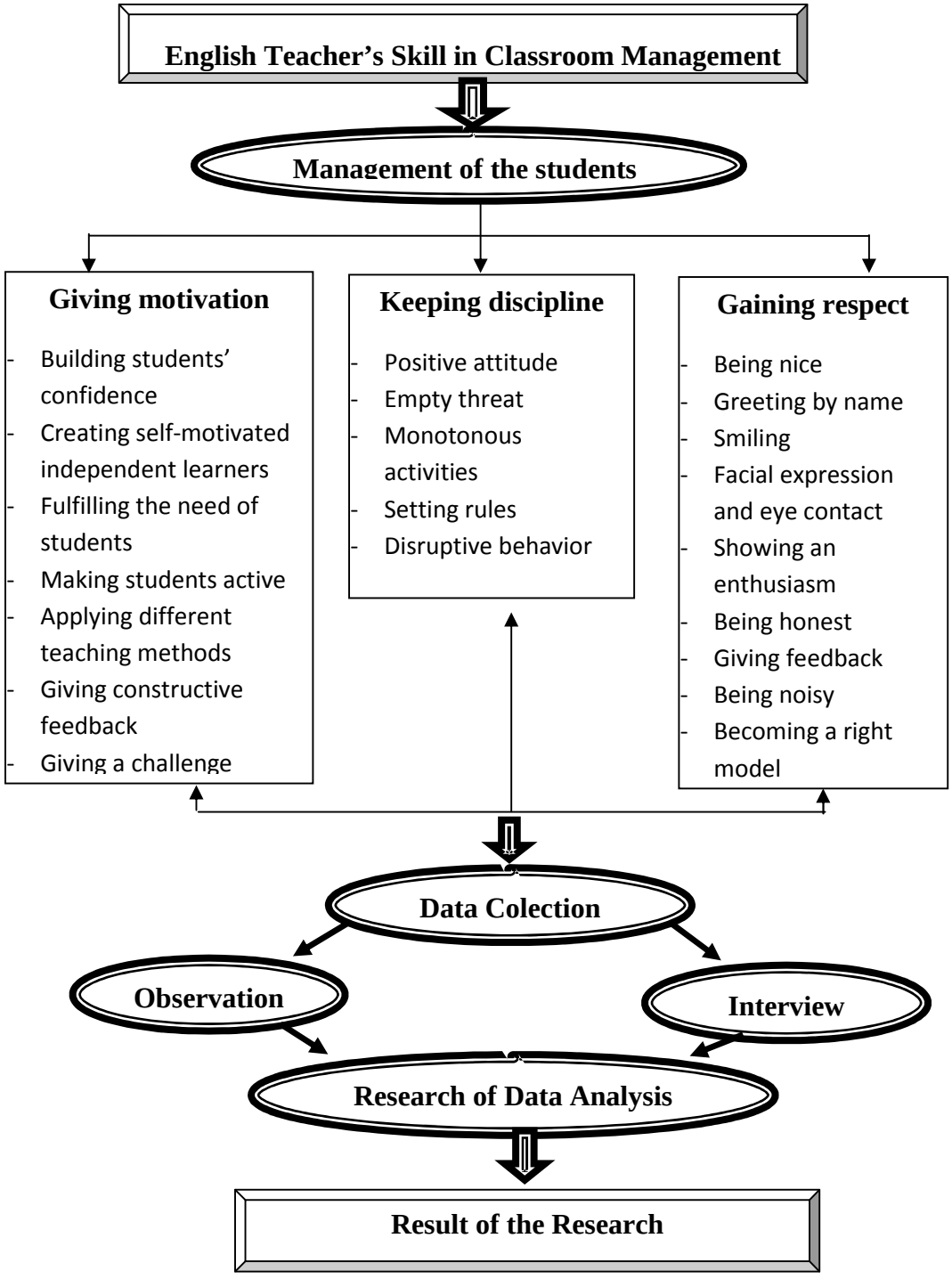
The second study was done by the Mayni Yusra entitle upaya guru non kependidikan dalam pengelolaan kelas di SD Islam Raudhatul Jannah Payakumbuh. This study about the effort of teachers who are derived from non-educational major in classroom management. There are some types in create an effective learning using bahavior approach: give the reward to the cleaver students, give the punishment for students bad behavior. In this

research the teachers did not use threat approach but they only reprimanded and gave the advise and also gave the direction and explanation.

The last study was done by Lisa Febrina entitle keterampilan guru PAI dalam pengelolaan kelas di SMK Karya Padang Panjang. In this research the teacher had done classroom management well in manage the physical condition but the teachers still lack in manage the socio-emotional relation. This study used the descriptive qualitativ.

In doing the same research, the researcher will conduct a research entitle English teacher's skill in classroom management at junior high school in MTs-TI Canduang. The differentiation between these research is the researcher focus on students management and use descriptiv qualitative.

C. Conceptual Framework



Based on conceptual framework above, to know what the English teachers classroom management skill which focus on English teachers' skill in manage the students. The English teacher interview analyze by using instument of the data collection. From the analysis of the instrument, the researcher will get the result of the data collection. Finally, the researcher will make the conclusion of the result for each sub variable.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research the researcher used descriptive qualitative research design. Sukmadinata states, "descriptive research is a research method used for describing the phenomenon existing that is taking place in this time or in the past."[1] The purpose of the research is to describe the phenomenon existing in field in order to get the information. Lucy states, "typical descriptive studies are designed to get the information concerning current status of phenomenon and no administration or control of the treatment."[2] In addition, Gay also states, "descriptive research are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures."[3] The researcher described and informed the skill of English teachers in classrom management especially in managing the students by using some ways: giving motivation, keeping discipline, and gaining respect.

The researcher conducted the research at junior high school in MTs-TI Canduang. Based on the observation, the researcher found the problem about

[1] Sukmadinata, Nana. S. (2009). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya. P, 54

[2] Ary, Donald. (1990). *Introduction to Research in Educational.* New York: CBS College Publishing Company. P,322

[3] L.R. (1990). *Educational Research.* Singapore: Merill Publishing Company. P, 275

the classroom management skill of the English teachers in managing the students.

B. Informant of the Research

The informant is a person who will give the information[4]. The informant is chosen in order to the researcher can take information about the data of the research. The informant must be persons who have desired information and are likely to be willing to give it[5]. In conclution, informant is someone who has many experiences and knowledge about topic of the research. The informant has obligated voluntarily to be team in the research.

The informant in this research were divided into two, they were: key informant and support informant. Key informant is person who will be a key. In this research the key informant were two English teacher in MTs-TI Canduang. While, the support informant is another person who have support informations, in this research the support informant were the students in MTs-TI Canduang.

C. Technique of Data Collection

Technique of data collection is a way that is done to collect the data. The data in this research were collected through observation and interview.

1. Observation

Technique of data collection by using observation is done if the research relating to human attitude and respondent who is observed is not

[4]Suharsimi Arikunto. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. P, 145

[5]L.R. Gay. *Op. Cit.* P, 196

oversize.[6]Observation is mean as a process to monitor and systematic research toward some indication that appear in object of the research.

The researcher used the passive participation in observation to know the real situation in English teachers' classroom management. Passive participation means the researcher presents in the location of the research but does not join or participate in the activities.[7]The observation was completed by the observation sheet which was arranged with the name of informants, place of observation, time and items of observation and also used camera to record the video. The researcher gave checklist to each item in observation sheet. The data was gotten through the teachers' skill in classroom management.

2. Interview

Interview is a conversation between interviewer and interviewee in getting information through some questions and responses. The purpose of interview is to get some information from the interviewee to the interviewer. According to Syamsuddin and Damaianti, "conducted interviews for the purpose of construction going on right now about people, events, activities, organization, feelings, motivation, recognition, concerns, and so on."[8]The researcher did interview to some of the students in MTs-TI Canduang.

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[6]Sugiono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D.* Bandung: Alfabeta,cv. P, 203

[7]Ibid., P, 312

[8]Syamsuddin, A. R & Vismaia, S. Damaianti. (2007). *Metode Penelitian Pendidikan Bahasa.* Bandung: PT Remaja Rosdakarya. P, 94

Through interview, the researcher got deeper information from the students about English teacher skill in classroom management especially in managing the student. The interview form was a free guided interview type.

In getting the data through structured interview, the researcher used snowball sampling technique. According to Sugiono, snowball sampling is the sampling technique that is started by using small amount and this is continued by using the large amount.[9] In brief the researcher did the interview in getting the data until the information gotten from the informant were saturated. In this research the interview would personally discuss about teachers' skill in classroom management.

Furthermore, interview is as supporting technique in collecting data beside observation. The researcher prepared several tools or instruments which helped in interview process such as list of questions, notebook, and others that support the interview run well. The researcher directly related the questions that should be asked about the teacher's skill in clasroom management.

D. Technique of Data Analysis

The researcher analyzed the data of instruments to get the inference or research result. Arikunto explained, "data analysis is meant by processing data obtained by using formulas or rules that are applicable to research or design

[9] Ibid., P, 125

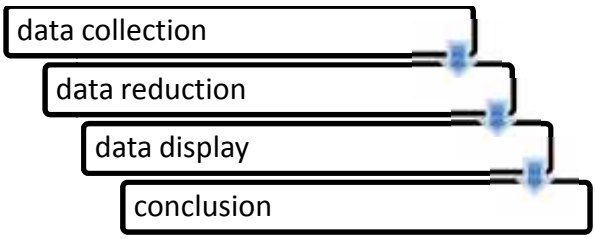
approach taken."[10] In this research, the researcher analyzed the data by using descriptive analytic, where the data was processed in qualitative. The purpose of data analysis was to describe factual and valid about English teachers' skill in students management at junior high school in MTs-TI Canduang.

Observation and interview

According to Sugiyono, there are several steps to analyze the data of observation and interview that based on Miles and Huberman, states that activity in qualitative data analysis done interactively and continuously carried through to completion so that the data is valid[11], as follow:

Figure 1.

Miles and Huberman Model



Source: Sugiyono

Based on the graphic above, after the researcher conducted data collection, the researcher made data reduction, such as summarizing, choosing the subject matters, focusing on the important things, looking for the mes and patterns and reducing unnecessary things. The next step was to display the data. The researcher showed the data in narrative type, the researcher wrote the result of

[10]Suharsimi Arikunto, *op. Cit*. P. 236
[11]Sugiyono. Op. Cit. P. 337

the research by explaining the data. Then the data was organized, arranged in a pattern of relationships so it was easily to be understood. The next step, took the conclusion and verification. Preliminary conclusions were tentative and would changed when did not find evidence that support the next data collection. If conclusions were valid, it was mean that the researcher got the credible conclusions.

E. Triangulation of the Data

In testing the validity of the data in this qualitative research, the researcher did test of the credibility of the data that was obtained by using triangulation of data. William Wiersma in Sugiyono states, "triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures".[12] Triangulation is defined as checking the data from a variety of means or technique, resources and time. Thus, the researcher used techniques triangulation type.

Triangulation techniques were done by checking the data gotten to the same source with different techniques. For example, data that was obtained by observation was checked by data obtained from interview. There would be gotten valid data with the certainty of the data.

[12] Sugiyono. *Op. Cit.*P, 373

CHAPTER IV

FINDING AND DISCUSSION

This part concern with the presentation of finding and discussion about the result of the research. The researcher discribes the finding and discussion about English teachers' skill in classroom management at Junior high school in MTs.TI Canduang. The finding describes about the data obtained from observation and interview. Meanwhile, the discussion describes about several differences.

A. Finding

This research reveals the finding of the data collected through observation and interview to answer the research question, they are: how do the teachers motivate the students ?, how do the teachers keep discipline in the class ?, and how do the teachers gain respect to the students ?

The data description was focused on English teachers' skill in classroom management especially in managing the students at junior high school in MTs. TI Canduang. It was collected based on the observation and interview sheets for the English teachers and some students.

The observation was done in eleven meetings. It was started from the July 10^{th} until 27^{th} 2017. The procedures to collected the data about teachers' skill in classroom management were gotten by doing observation during eleven meetings and interview to the students. Those data was describe below.

English teachers' skill in classroom management especially in managing the students:

1. Giving motivation.

From the observation done for eleven meetings, the researcher found that the English teachers had not optimally gave the motivation to the students yet. It observed from all of the ways to give the motivation, the English teachers only applicated some of them. It could be explained below :

a. The teachers build students confidence in the class.

In the first meeting observed, the first English teacher built the students confidence by praising the students' hand writing. It proved, when the students wrote the answer of teacher's questions in the white board, the first English teacher said to all of the other students that the students' hand writing was good. The teacher said, *"bagus ya tulisan nya ya."*[1] It made the students felt more confidence and did not shy or afraid to wrote in the white board again. It encouraged the students to become confidence.

Onother ways that the first English teacher did in the first meeting that the researcher found in observation, she gave the reinforcement to the other students who wrote the answer in the white board like, said good, very good and used gesture to the students who

[1] Observation, MTI Canduang, July 13th 2017

were correct.[2] This is also justified by the infomant in interviewed, they said *"memang iyo Miss biaso maagiah kato-kato good, very good jo manunjuakan jempolnyo ka siswa yang menjawab pertanyaan Miss."*[3]

The researcher also asked to the first English teacher about her ways that she had done in building students confidence out of the researcher's observation, she explained, *"terkadang Miss membuat gurauan didalam kelas saat siswa terlihat mulai malas, contohnya Miss tembak saja siswa yang bisa dijadikan gurauan untuk menghidupkan kembali semangat siswa di kelas."*[4]

In the six meeting more, the English teacher did not build the students confidence, it observed, the English teacher did not encourage the students who were lazy or silent in the class. Some of the students seem sleepy and bored, some of them did not pay attention to the teacher explanation. The researcher found in the observation, the first English teacher wasted her time in checking the students assignment one by one in her table. While checking the assignment the other students walked arround and cheated to their friends.[5] It was not effective and made the students lazy to learn because they had a time to cheat to their friends to get the mark.

[2] Observation, MTI Canduang, July 13th 2017
[3] Marjannah, Aulia, *Personal Interview*, third grade student, Saturday, July 22nd 2017
[4] Yanti, Novri, *Personal Interview*, English teacher, Wednesday, July 26th 2017
[5] Observation, MTI Canduang, July 13th 2017

The different ways done by the second English teacher. The reasearcher found in observation, the second English teacher built the students confidence by giving applause to the brave and smart students. The researcher saw in four meetings, when the students braved to perform in front of the class the teacher invited the other students to gave applause to the brave students. The reseacher saw the students smiled and seem confidence.[6]

Another ways that the reseacher found in built the students confidence was the second English teacher asked the silent students to become active or answered her question or to be brave to talk infront of the class. The teacher called the name of students and asked the students to perform infront of the class. The teacher aso called the name of students who only silent to answer her questions.[7] It made the student become confidence and payed attantion to the teacher.

The researcher also found the another ways of building students confidence in interviewe with the second English teacher, she said *"Selain memberikan applause atau kata-kata good, Ibuk juga melakukannya dengan cara mendekati siswa tersebut dan megusap bahu siswa sambil menanyakan nama dan asal siswa."*[8]

In conclusion for building the sudents confidence, the first English teacher had did it by some ways like, praised the students' hand writing, gave the reinforcement, and made a joke in the class. In

[6] Observation, MTI Canduang, July 15th 2017
[7] Observation, MTI Canduang, July 15th 2017
[8] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017

the observation the first English teacher only built the students confidence in the first meeting from the seven meeting observed.

In another hand, the second English teacher built the students confidence in all meeting observed. The second English teacher built the students confidence by some ways likes, gave the applause to the students, gave the reinforcement, called the silent students, and rubed the students' shoulders.

b. Creating self-motivated independent learners

In the first and second meetings, the reseacher found the first English teacher motivated the students by creating an atmosphere that was relaxed, open and positive. It showed, in the opening of the activities in the class, the first English teacher greet the students by saying *"Assalamualaikum, bertemu lagi dengan Miss dikelas yang berbeda..."*[9]. It made the students relax and made the students were not stuffy in the class.

The researcher also found the first English teacher created self motivated in the second meeting observed. It proved, in the beginning of the lesson, the first English teacher gave some motivation, she said *"...bagi Miss jujur itu nomor satu, tidak perlu nilai yang tinggi jika ilmu kita rendah, yang akan dicari di sekolah itu bukanlah nilai yang tinggi, tetapi ilmu yang banyak..."*[10]

[9] Observation, MTI Canduang, July, 13th 2017
[10] Observation, MTI Canduang, July, 13th 2017

In the third and fourth meetings the first English teacher did not give the motivation. It was justified by the informants in inerviewe, she said *"guru ada memberikan motivasi sekali-sekali, tidak pada setiap pertemuan"*[11]. In the fifth meeting observed, the first English teacher motivated the students by giving the motivation to the students to be the honest one in doing excersize. She said :

> *"... kemudian jujurnya lagi, kerjakan tugasnya sendiri-sendiri, jangan lihat kiri kanan muka belakang. Tidak hadir dibilang sakit, padahal tidak sakit..."*[12]

In the sixth and seventh meetings the first English teacher did not give the motivation to the student.

The same thing was done by the second English teacher. She gave some motivation word and also created an atmosphere that was relaxed, open and positive to the students. In the first meeting the teacher motivated the student by giving motivation word, she said,

> *"...jika kita mau dapat pelajaran, kita cari apa yang disayangi guru, apa perbuatan yang disenangi guru maka dari itu pelajaran akan mudah terserap dikepala kita..."*[13]

This motivation made the students respect to the teacher and did positive attitude in the class.

The teacher created the relax atmosphere could be seen when the teacher open the class by saying "good afternoon students."[14] The teacher introduced her self to make the class felt open, and also told

[11] Maharani, Aulia, *Personal interview*, Fourth grade student, Saturday, July 22nd 2017
[12] Observation, MTI Canduang, July 13th 2017
[13] Observation, MTI Canduang, July 15th 2017
[14] Observation, MTI Canduang, July 15th 2017

the students about her experiences. The teacher said "I want introduce my self because you do not know my self. My name is Zuryati. I live in Canduang. I have taugh here from 1997..."[15]

For telling her experienced, she said:

> *"...ibuk sudah mengajar bahasa Inggris ditahun 1997 di Limbanang, ibuk berulang menggunakan motor. Pada tahun 2008 ibuk mengalami kecelakaan, sehingga jari ibuk sembilan setengah..."*[16]

The researcher concluded, the English teacher created self motivated independent learner by some ways, they are: the teacher created an atmosphere that was relax, open and positive in the class, and gave some motivation in the beginning of the lesson.

c. The teachers fulfille the need of students.

In fulfilling the need of students the first English teacher did it by designing class-activities to made the students felt competent in the first meeting. It proved by the observation, the researcher saw the teacher asked the students to communicate infront of the class and the teacher did not only explaine the material but the teacher engaged the students to feel involved and become competent.[17]

While, in the next meetings the English teacher did not design good class-activities, she just explained the material and asked the student to take a note from the book. It proved in the researcher observation and also justified by the informant in the interviewed, she

[15] Observation, MTI Canduang, July, 15th 2017
[16] Observation, MTI Canduang, July, 15th 2017
[17] Observation, MTI Canduang, July, 13th 2017

said *"miss mengajar biasanya hanya menjelaskan lalu dicatat dan membuat latihan"*[18]

The same thing was done by the second English teacher. In four meeting observed she always fulfill the need of students. It seems the teacher designed good class activities, she asked the students to communicate infront of the class for all meetings. It made the students become competent and felt involve and interact with other people.[19]

It was supported by the interview of the researcher with the second English teacher. The researcher asked the teacher about the ways in designing good class activities, she explained below:

> *"untuk merancang aktifitas kelas Ibuk sesuaikan kepada materi pelajarannya, jika materinya sudah biasa, umumnya kegiatan belajar yang ibuk terapkan tidaklah ibuk rencanakan dirumah, hanya mengalir saat dikelas itu saja karena sudah terbiasa"*[20]

The researcher concluded, the ways of English teacher in fulfilling the need of students by designing good class activities to fulfill the need of students to become competent, feel involve and to interact with other people.

[18] Maharani, Aulia, *Personal interview*, fourth grade student, Saturday, July 22nd 2017
[19] Observation, MTI Canduang, July, 15th 2017
[20] Zuryati, *Personal Interview*, English teacher, Wednesday, July 26th 2017

d. The teachers make the students active

For making the students active the first English teacher did it by asking the students some question and asking them to write the answer of teacher's question in the white board.[21]

The another things that the first English teacher done in making the students active, explained in interview:

> *"biasanya Miss membuat kegiatan diskusi kelompok didalam kelas, selain itu Miss juga ada membawa siswa keluar kelas seperti ke perpustakaan agar mereka tidak bosan dengan suasana yang hanya seperti itu saja , dan kadang Mis membawa siswa belajar menggunakan infokus dilabor."*[22]

In second and fourth meetings the English teacher did not make the students active, she just explained the material and asked the students to take a note.

In the fifth, sixth and seventh meetings the first English teacher made the students active by the same way in the last meetings observed. She asked the students some questions and the students answered that.

The similar things done by the second English teacher in making the students active. The second English teacher did it by asking the students some question, asking them to communicate infront of the class and also asking the students to discuss with their friends. This was justified by the researcher's informant in

[21] Observation, MTI Canduang, July 13th 2017
[22] Yanti, Novri, *Personal Interview*, English teacher, Wednesday, July 26th 2017

interviewe, she said, *"memang kalo baraja tu disuruah-suruah ibuk ka muko..."*[23]

The researcher conccluded, for both of the English teacher did the same ways in making the students active. They did it by asking the students to perform infront of the class, make a discussion, and ask some questions to the students.

e. The teachers apply different teaching method

The first English teacher only used one method in all teaching. The researcher saw in observation, she only explained the material and asked the students to take a note from the book. It was justified by the students, she said *"barajanyo kayak tu jo taruihnyo Miss, di jalehan tu mancatat tu buek latihan"*[24]

While, the second English teacher applyed different teaching method in teaching. Based on the researcher observation in the first meeting, after the teacher explained the material, she asked the students some questions, after that she asked the students to perform infront of the class, and when the other students made noisy, she changed her method, she called the name of students to answer her questions. It made the students payed attantion and di not bore in the class.[25]

The reseacher asked the other method which might be done of the second English teacher in teaching, she explained,

[23] Nurhaisyah, *Personal Interview*, second grade students, Saturday July 22nd 2017
[24] Ajizah, Nur, *Personal Interview*, fourth garde students, Thursday July 27th 2017
[25] Observation, MTI Canduang, July 15th 2017

> *"ndak ado do, buk mode itu se metode ibuknyo, ibuk ndak pernah mambaok siswa baraja kalua kelas, ndak tapantau do dek tampek wak ndak mandukung, kecuali ado taman untuk duduak-duduak..."*[26]

f. The teachers give constructive feedback

In giving the constructive feedback, the first English teacher did it by giving the students reinforcement when the students' answer were correct. In the reseacher observation, the reseacher saw the first English teacher said good, very good to the students who were correct.

The different ways was done by the second English teacher. She gave the constructive feedback by giving applause to the brave students who performed infront of the class. She also gave the students reinforcement like said good and very good. It also supported by interviewe with the second English teacher, she said *"selain memberikan reinforcement berupa kata-kata good atau jempol, ibuk juga biasanya mendekati siswa tersebut dan mengusap bahu mereka sambil menanyakan nama dan asal mereka."*[27]

The conclusion, in giving the constructive feedback both of the English teacher used some ways, they were: gave the reinforcement likes said good and very good, gave the applause to the brave students, and touch the students shouder and asked their name and their village.

[26] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017
[27] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017

g. The teachers give a challenge

In giving a challenge, the researcher did not find both of the English teacher gave it in teaching. It was supported by the interviewe with the second English teacher, she explained:

> *"ndak ado ibuk amagiah tantangan-tantangan mode tu ka siswa do, yang pantiang di ibuk tu alah amuah sajo siswa tu duduak ndak minta-minta kalua tu alah tu, tapi kalau ado siswa yang minta-minta izin kalua tu jadi pertanyaan di ibuk t..."*[28]

It also supported by the interview with another informant, she justified the English teacher never gave challenge to the students in learning. It conluded, both of the English teacher did not give the challenge to the students.

h. Teachers do positive attitude in the classroom

In the first meeting, the researcher saw the first English teacher engage the students to threw the garbage scattered in the classroom to the trash can. It proved by the video, the first English teacher said *"tolong sampah yang kelihatan dimata nya baik besar atau pun kecil dibuang ketong sampah sekarang juga"*.[29]

The first English teacher also came to the class on time and never used hand phone in the class. In the last meeting or in the seventh meeting observed, the first English teacher did not ask the

[28] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017
[29] Observation, MTI Canduang, July 13th 2017

students to threw the garbage, while so many garbage scattered in the classroom at the time.

The second English teacher did the same ways, she asked the students to throw the garbage scattered in the classroom, and she never used unpolite word in talking to the students. It proved on the video, the second English teacher said, *"kenapa banyak sampah disekitarnya Suci, oh iya dibuang keluar Suci."*[30]

The researcher concluded, in the positive attitude, both of the English teacher did it like asked the students to throw the garbage scattered in the classroom, never came late and did not use handphone in the class.

i. Empty threat

In all metting observed, except in the first meeting, the researcher found the first English teacher gave emty trheat to the students. In the first meeting the first English teacher reprimand the students who ate in the class, she asked the student to stop eat and throw the food outside.[31] In the other meetings, the first English teacher gave empty threat, she did not reprimand the student who drank in the class, she did not reprimand the student who were late to the class, she did not reprimand the students who used slippers in the classroom. The teacher also did not asked the student who used jacket to open his jacket. It was supported by the interview with the

[30] Observation, MTI Canduang, July 22th 2017
[31] Observation, MTI Canduang, July 13th 2017

students, she said *"Miss kadang-kadang ada memperingati siswa, tapi lebih banyak ke tidaknya"*[32]

On the other hand, the second English teacher in the reseacher observation saw she did not give the empty threat to the students, the teacher cut the students hair who have the long hair.

It encouraged by the students explanation in interview, she said *"...ibuk zur ado Miss, kalo talambek absen dibueknya T, kalo pakai jaket disuruahnyo bukak..."*[33]

The researcher also asked the second English teacher about her ways when the students did not obey to the rules, she said

> *"kalo siswa yang talambek ibuk buek di absen nyo tu T, tu diakhir pembelajaran banyak nyo T samo artinyo jo alfa, kalo mde tu takuik siswa ka datang talambek ka kelas, lai jarang yang talambek kalau jo ibuk*[34]*"*

In conclusion, the first English teacher gave the empty threat to the students but the second English teacher did not give the empty threat to the students, the second English teacher did her threat proved by cutting the students hair in the class, making the students absent, and asking the students to open his jacket.

j. Setting rules

The first English teacher set the rules at the beginning of semester in the first meeting observed. The teacher set some rules likes, the students did not allowe to eat and drink in the class, the

[32] Ajizah, Jihan, *Personal Interview*, fourth grade student, Wednesday July 26th 217
[33] Sandra, Viona, *Personal Interview*, third grade student, Saturday July 22nd 2017
[34] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017

students did not allowe to use jacket in the class, the students did not allowe to come late more than ten minutes, the students did not allowe to sleep in the class and others. It proved in the observation, the teacher said :

> *"pada pertemuan pertama ini Miss menyampaikan aturan belajar kita terlebih dahulu, masalah kedisiplinan sama dengan aturan dulu dikelas satu tidak boleh tidur, terlambat, makan dan minum, memakai jaket, yang sedikit berbeda adalah penilaian, sekarang yang ada tiga sapek penilaiannya, yaitu pengetahuan, sikap dan keterampilan..."*[35]

For the second English teacher the researcher did not find that the teacher set the rules at the beginning of semester. In was supported by the inerviewe, the teacher said

> *"ndak ado Ibuk nmaagiah aturan kedisiplinan di awal do soalnyo itu alah aturan sekolah jadi nagk do ibuk sampaian aturan mode talambek tu di awal baraja do, aturan penilaian yang lai ibuk sampaian nyo..."*[36]

The researcher concluded the first English teacher explained some rules in the beginning of the semester like did not eat, did not sleep and other while the second English teacher did not set the rules in the beginning of semester.

k. Disruptive behavior

The first English teacher used some strategies to prevent unacceptable behavior. The researcher saw in the first meeting, the

[35] Observation, MTI Canduang, July 13th 2017
[36] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017

teacher arranged the seating of the students to prevent the naughty students seat with naughty students also. It would prevent the student talked or did not pay attantion to the teacher. It was justified of the teacher by the interviewe, she said:

> *"untuk mencegah tingkah laku siswa ya Miss antisipasi, seperti mengatur tempat duduk siswa itu, yang pagarah dipisah, nyo kan mulai dari bagarah-bagarah, tu beko lah bacakak sajo..."*[37]

In prevent the disruptive behavior, the second English teacher used variation methods in teaching. In the all meeting observed, the teacher did not only explaine the material, but she also asked the students to performe infront of the class, and when the other students made a noisy she changed her method, she called the name of students and gave some questions. It made the students afraid and payed attantion to the teacher.

It was supported by the interview, the second English teacher explained:

> *"untuk mencegahnyo ibuk yo jo manamkan motivasi ka siswa tu, misalnyo ibuk mangatoan orang mukmin bersaudara jadi ndak buliah saling manyakikan, bacakak, jadi batanaman raso ka siswa tu apolagi siswa tu umumnyo jauah dari orang tuo, jadi seketek sakali-sakali dapek nasehat dari orang tua nyo kan..."*[38]

[37] Yanti, Novri, *Personal Interview*, English teacher, Wednesday July 26th 2017
[38] Zuryati, *Personal Interview*, English teacher, Wednesday July 26th 2017

In conclusion, to prevent disruptive behavior the English teacher set the seating of students and also gave some motivation to the students.

l. Being nice

The first and the second English teacher always being nice to the students. The first English teacher in all meetings observed usually did good behavior. She always used polite word in teaching, she always smiled to the students, and she asked apologize when she was wrong in answer. It was supported by the interviewe with the students, she said, *"ibuk zur ataupun Miss ramah taruih saat maaja..."*[39]

The second English teacher also being nice to the students in learning. In the first meeting the English teacher gave the solution to the students who did not have the book. It proved in video, she said *"...yang tidak ada buku tetapi berulang siapa? Bagi siswa asrama yang memiliki buku ada yang mau meminjamkan teman kita angkat tangan..."*[40].

The reseacher concluded, both of the English teacher being nice to the students by good behavior to the students.

m. Greeting by name

In the researcher observation, the first English teacher greet the students by name. In all meeting observed the first English teacher

[39] Ana, Ulfa, *Personal Interview*, second grade student, Saturday July 22nd 2017
[40] Observation, MTI Canduang, July 22nd 2017

dominantly called the students who known as a trouble makers. It was supported by the interview with the teacher, she explained, *"Miss mamanggia namo siswa tu ndak lo ka sadoan siswa do, ke siswa terentu yang butuh perhatian lebih, kadang caliak situasi siwa saat itu, kalo lah lain bantuaknyo tu bapanggia namonyo supayo ndak lain yang dikarajoannyo lai..."*[41]

The same thing done by the second English teacher in different ways, she did not only call the students who known as trouble maker, the teacher also called the smart and dilligent students, and she also called the silent and lazy students. It made the students close with the teacher. It was showed in the video, the teacher said to the students *"...Suci ndg usah, ibuk sudah kenal, apa yang mengangkat derjat si Suci ini, karena dia pintar mengaji..."*[42]

In conclusion, the English teacher greet the students in the class, for the smart, lazy, silent, an also for the trouble maker.

n. Smilling

The first and the second English teacher in observation always smiled to the students in all meetings. It was supported by the interviewe of the student, she said *"Miss ataupun Buk Zur tersenyum mengajar taruih Miss, elok lah..."*[43]

It mean, both of the English teacher smiled in teaching and talking to the students.

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[41] Yanti, Novri, *Personal Interview*, English teacher, Wednesday July 26th 2017
[42] Observation, MTI Canduang, Juli 15th 2017
[43] Ajizah, Nur, *Personal Interview*, fourth grade student, Wednesday July 26th 2017

o. Facial expression and eye contact

The first and second English teacher used good facial expression in all meetings observed. In interviewed the students said *"kadang ado Miss tu manjawek pertanyaan tapi ndak mancaliak ka siswa tu atau memalingan wajah tapi sakali-sakali nyo Miss..."*[44]

It concluded, both of the English teacher used good facial expression in teaching and talking to the student.

p. Showing an enthusiasm

In showing the enthusiasm the researcher saw the first English teacher looked spirit in explaining the material and answering the students' questions in the first and sixth meeting observed.[45]

The second English teacher always showed an enthusiasm and interest in all meeting observed. In all meeting, the teacher looked spirit in presenting the lesson and disigning good class activities. The second English teacher did not only explain the material or sit in her chair, but she had designed the good activities in learning. She asked the students to perform infront of the class and she changed her method when the students made a noisy. She called the name of students to answered her question. She also observed the students when they made an assignment, she went to the students chairs and helped the students in answering.[46]

[44] Izzatul, ilma, *Personal Interview*, fourth grade student, Wedneday July 26th 2017
[45] Observation, MTI Canduang, July 13th 2017
[46] Observation, MTI Canduang, July 15th 2017

It concluded, the first English teacher showe her enthusiasm by spiritfull in teaching, while the second English teacher showed it by designing good class activities.

q. Being honest

The researcher did not find both of the English teacher showed be honest to the students. Because no questions from the students which could not be answered by the teacher.

r. Giving feedback

The first English teacher gave feedback to the student by giving the mark on the students assignment at the time. After the students finished their assigment, they collected the assignment to the teacher table, and the teacher gave the mark at the time.[47]

In different ways the second English teacher in all meeting observed gave feedback to the students by giving the mark to the students who brave to perform infront of the class.[48]

It concluded, the English teacher gave the feedback by giving the mark to the assignment of the students and also to active students in the class.

s. Being noisy

The first English teacher made the class being noisy in all meeting observed by asking the students some questions and the students active to in answer that.[49]

[47] Observation, MTI Canduang, July 15th 2017
[48] Observation, MTI Canduang, July 22nd 2017

In different ways, the second English teacher also made the class being noisy in all meeting observed. The second English teacher made the class being noisy in some activities, she asked the students to answer her questions, she grouped the students to had a discussion, and she also asked the students to performed infront of the class.

In conclusion, the English teacher made the class being noisy by asking the students some questions, making discussion, and asking the students to performe infront of class.

t. Becoming a right model

The first English teacher become a right model in the class, it showed in the observation in all meetings the first English teacher was good in performance, she used a big vail and used a polite clothes. She also used a polite word in teaching and talking to the students.

The second English teacher usually being a right model in the classroom. She used a polite clothes and big vail in all meeting observed. She also used a polite word in teaching. It was good for the students to imitate their teacher.

[49] Observation, MTI Canduang, July 15th 2017

B. Discussion

Based on the observation sheet, there were three aspects in managing the students. They were : giving the motivation, keeping disipline and gaining respect. The three aspects had applied by the first and the second English teachers in learning process. In giving the motivation, the first English teacher did some ways. The teacher built the students confidence by praising the students hand writing, the teacher also giving the reinforcement to the students like said good, very good and showed her thum to the students. This ways were needed by the students to built their confidence especially for the silent, lazy, and unconfidence students. The first English teacher also maintained the students motivation by creating the atmosphere that was relax, open and positive, disigning good class activities to fulfill the need of students, asking and answering the material to make the students active, and giving the constructive feedback to the students.

According to the researcher, those ways were good in making the students interest or motivated, but it were not enough yet. Motivation is a key aspect in many situations of teaching and learning activity, so the teacher should usually strived to made the lesson personal to the students to kept their excitment or motivation. As Leo states, “ there are some ways needed to be done by the teacher to maintain the students’ interest or motivation, they are; building students’ confidence, creating self-motivated independent learners,

fulfilling the need of students, making the students active, applying different teaching methods, giving constructive feedback, and giving challenge.[50]

While, based on the observation result, the first English teacher did not apply that all ways and did not apply that in all meeting observed. The first English teacher did not apply different teaching method and did not give a challenge to the students in learning process. The first English teacher only maintained the students motivation in some meeting observed. It mean the first English teacher were not optimal in giving the motivation to the students. While, the motivation is really important for the students especially in MTI Canduang because, dominantly the students were far from their parents, they dominantly lived in the dormitory, so they really need the motivation.

The other ways that could be done by the English teacher in giving the motivation to the students were applying different teaching methods and giving a challenge to the students. A teacher can break the routine by incorporating a variety of teaching activities and methods in her course : role playing, debates, brainstorming, discussion, demontstration, case studies, audivisual presentation, guests speakers or small group work. They are very important to avoid boredom. They can maintain the students motivation.

On the other hand the second English teacher applied almost aspect in giving the motivation to the students. The second English teacher gave applause to the brave students who performed infront of the class in building the students confidence, she created the atmosphere that was relax, open and

[50] Leo, Sutanto. (2013). *A Challenging Book to Practice Teaching in English*. Yogakarta, Y: C.V Andi offset. H, 206

positive, designed good class activities in fulfilling the need of students, asked the students to performed infont of the class to made the students active, changed her methods in teaching, and said good and very good in giving the constructive feedback to the students.

Based on the observation results the second English teacher had applied all ways in all meeting observed. It mean the second English teacher had applied good ways in giving the motivation to the students. The teacher only did not give the challenge to improve the students motivation. According to the researcher, challenge is important to improve the students motivation, but for junior high school it still difficult to be done. It might be applied in senior high school or in the university students. The reseacher concluded, the second English teacher had manage the students well.

The second aspect in managing the students by keeping the discipline. In keeping the discipline both of the English teachers applied some aspects. The first English teacher kept discipline in the class by seting the rule in the beginning of semester to remind the students about the unacceptable behavior in the class, and seting the seating of students to prevent unacceptable behavior.

According to the researcher, this ways were effective to keep the students discipline but, there was the other ways that could be done by the teacher in keeping the students discipline. That was; gave the sanksi for the students who did unacceptable behavior. When the students did not keep the rules the teacher should gave the admonition to the students, if the teacher let

it, the students will never hear the threat because they know that the teacher only gave empty threat.

The teacher also should used preventive discipline strategies consistence at all time. By using preventive ideas to be disciplined, teacher waste less time dealing with misbehavior or more teaching. Based on the observation result the first English teacher generally done those ways in all meeting observed. It mean the first English teacher had kept the students discipline consistenly in learning process, the researcher concluded, the first English teacher had kept the discipline well.

While, the second English teacher kept the discipline by doing positive attitude in the class, seting the seating of students and giving the motivation in the beginning of the lesson to prevent unacceptable behavior.

In the observation result the second English teacher applied those ways in all meeting observed. It mean the teacher consistenly kept the students discipline in the class.

In the last, for gaining the respect, both of English teachers had applied it well. Both of English teachers always be nice to the students, they always smiled in teaching and talking to the students, used good facial expression and eye contact when talked to the students, they generally gave feedback to the students by giving the mark on their assignments, they always made the class being noisy by asking the students some questions, and they always be a right model to the students by using a big vail and polite clothes.

The first English teacher only rarely in showing enthusiasm to teach the students.

Showing enthusiasm is important for the students, as Leo stated, “If the teacher were not enthusiastic about their teaching job, students feel bored and become less motivated, further, students did not respect their teacher.”[51] The researcher argued, it was very important for teacher to showed their enthusiasm and interested to teach and meet students.

The researcher concluded, the English teacher had managed the students but it was not optimal yet. The English teacher gave the motivation, kept discipline, and did some ways to gain the respect of the students but it were not in all meeting. It mean the teachers still lack in giving the motivation, keeping dicipline, and gaining respect to the students.

[51] Ibid., P, 219

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestions dealing with the English teachers' skill in classroom management especially in managing the students.

A. Conclusion

The purpose of this research is to know how the English teachers manage the classroom especially in managing the students at junior high school in MTs. TI Canduang. Based on the research question about the English teachers' skill in managing the students, it could be concluded that the researcher found all the two teachers had managed the students by some ways, but it was not optimal yet.

In giving the motivation the first and second English teacher did some ways, they were : the teacher praised the students hand writing, gave applause to the brave students , and gave the reinforcement in building the students confidence, created the atmosphere that was relax open and positive and gave some motivation to the students in creating self motivated independent learner, disigned good class activities in fulfilling the need of students, asked the student to performed infront of the class in making the students active, applied different teaching method to avoid boredom of the students.

In keeping discipline, the English teachers set the rules in the beginning of semester to remind the students about the rules, set the seating and gave some motivation to prevent unacceptable behavior, and did positive attitude in the class.

In gaining respect both of the English teacher did it by being nice to the students, greet the students by name especially for the trouble makers, giving feedback on students assignment, and becoming a right model.

For the first English teacher the most problem occured in giving the motivation. It consist of building students confidence, creating self-motivated independent learners, fulfilling the need of students, applying different teaching methods, giving constructive feedback, and giving a challenge. In seven meeting observed, the teacher rarely applied those aspects in giving the motivation to the students. While the first English teacher did many aspects of keeping discipline and gaining respect to the students. The second English teacher almost manage the students well.

B. Suggestion

Based on the result of the research, it was found that some problem which happened in managing the students. The resercher would like to suggest as follow :

1. It is expected that the teacher who teach English have to cosider important of classroom management.

2. It is expected that the teacher to really understand how to manage the students well.
3. It is hoped the teacher classroom management mastery in manage the students can be keep and improve to make the students interesting in learning English
4. It is hoped that the English teachers always motivate the students and ask when have problem, and tell them the purposes they used classroom management when students can not control in class.
5. Since this research is only a beginning research, so it still need more revision and following up discussion.
6. It is hoped to the next researcher to do the research in other setting to have variation research as the research assumes that this research is conducted in different place, it will give different results.