AN ANALYSIS OF CLASSROOM MANAGEMENT (RULES) IN ENGLISH TEACHING AND LEARNING PROCESS AT THE VIII GRADE STUDENTS OF MTS MUHAMMADIYAH 22 PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

NURMALA SARI NASUTION
Reg. Number. 18 203 00027

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

2025

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PADANGSIDIMPUAN

2025

LETTER OF AGREEMENT

Term: Thesis
a.n **Nurmala Sari Nasution**

Padangsidimpuan,   June 2025
to:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading,studying and giving advice for necessary revise on thesis belongs to *Nurmala Sari Nasution*, entitled *"An Analysis of Classroom Management (rules) in English Teaching and Learning process at the VIII grade students of   MTs Muhammadiyah 22 Padangsidimpuan"*, the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department,Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF THESIS COMPLETION

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AGREEMENT PUBLICATION OF FINAL TASK
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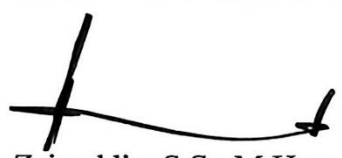NIP. 19840815 200912 1 005

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LEGALIZATION

Title Thesis : **An Analysis of Classroom Management (Rules) in English Teaching and Learning process at the VIII Grade Students of MTs Muhammadiyah 22 Padangsidimpuan**

Written By : **Nurmala Sari Nasution**

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The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English.

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ABSTRACT

This research paper is intended to describe the rules of classroom management implemented by the English teacher in teaching and learning process at the eighth grade of MTs Muhammadiyah 22 Padangsidimpuan. The formulation of the problems are: 1) what are the rules made by teacher at the eight grade in MTs Muhammadiyah 22 Padangsidimpuan, 2) what are the components of the rules by the eighth grade English teacher of MTs Muhammadiyah 22 Padangsidimpuan, 3) why are the rules made in classroom management. In this research, the researcher used descriptive qualitative research. The researcher subjects were two English teachers of the eighth grade students of MTs Muhammmadiyah 22 Padangsidimpuan. The object of the research was English teachers' classroom management rules. The data were collected from the observation, interview and documentation. The data were analyzed by data reduction, data display, and draw conclusion. The researcher used methodological triangulation. The research findings showed that the English teacher implemented the rules of classroom management in teaching and learning process. The rules of classroom management used by developed collaboratiely with student, short and few, age appropriate, positively phrased, displayed clearly, acknowledged and rewarded. There were various rules that teacher used in the class : teacher and students pray doa together before start the lesson, do not leave the room without permission, students must be polite and kind to the teacher. The teachers' reason for using rules of classroom were: because praying is a way to express gratitude for the opportunity to learn to gain knowledge, it could make students discipline and responsibility in following the learning process and made the students build positive relationship with teachers and students can get maximum benefits from the learning process

Key words: Classroom Management, Rules of classroom managemnt, Teaching and Learning process.

Nama   **: Nurmala Sari Nasution**
NIM   **:1820300027**
Judul   **: Analisis Pengelolaan Kelas (Aturan) dalam Proses**
                  Belajar Mengajar Bahasa Inggris pada Siswa Kelas
                  VIII MTs Muhammadiyah 22 Padangsidimpuan

ABSTRAK

        Tulisan penelitian ini dimaksudkan untuk mendeskripsikan kaidah manajemen kelas yang diterapkan oleh guru bahasa Inggris dalam proses belajar mengajar di kelas delapan MTs Muhammadiyah 22 Padangsidimpuan. Perumusan permasalahan tersebut adalah: 1) apa aturan yang dibuat oleh guru kelas delapan di MTs Muhammadiyah 22 Padangsidimpuan, 2) apa saja komponen aturan oleh guru bahasa Inggris kelas delapan MTs Muhammadiyah 22 Padangsidimpuan, 3) mengapa aturan dibuat dalam manajemen kelas. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Subjek peneliti adalah dua orang guru bahasa Inggris siswa kelas delapan MTs Muhammmadiyah 22 Padangsidimpuan. Objek penelitian adalah aturan manajemen kelas guru bahasa Inggris. Data dikumpulkan dari observasi, wawancara dan dokumentasi. Data dianalisis dengan reduksi data, tampilan data, dan penarikan kesimpulan. Peneliti menggunakan triangulasi metodologis. Hasil penelitian menunjukkan bahwa guru bahasa Inggris menerapkan aturan manajemen kelas dalam proses belajar mengajar. Aturan manajemen kelas yang digunakan oleh dikembangkan secara kolaborasi dengan siswa, pendek dan sedikit, sesuai usia, diungkapkan secara positif, ditampilkan dengan jelas, diakui dan dihargai. Ada berbagai aturan yang digunakan guru di kelas : guru dan siswa berdoa bersama sebelum memulai pelajaran, jangan keluar ruangan tanpa izin, siswa harus sopan dan baik kepada guru. Alasan guru menggunakan aturan kelas adalah: karena berdoa adalah cara untuk mengungkapkan rasa syukur atas kesempatan belajar untuk menimba ilmu, maka dapat membuat siswa disiplin dan bertanggung jawab dalam mengikuti proses pembelajaran dan membuat siswa membangun hubungan positif dengan guru dan siswa dapat memperoleh manfaat yang maksimal dari proses pembelajaran

Kata kunci: Manajemen kelas, Aturan manajemen kelas, Proses Belajar

        Mengajar.

ملخص البحث

الاسم   :نورمالا ساري ناسوتيون

رقم التسجيل   :١٨٢٠٣٠٠٠٢٧

عنوان البحث   :تحليل إدارة الفصل الدراسي (القواعد) في عملية تعليم اللغة الإنجليزية وتعلمها لطلاب الصف الثامن الصف الثامن المتوسط المحمدية ٢٢ بادانجسيديمبوان

تهدف هذه الورقة البحثية إلى وصف قواعد الإدارة الصفية التي يطبقها مدرس اللغة الإنجليزية في عملية التعليم والتعلم في الصف الثامن في الصف الثامن في مدرسة المحمدية المحمدية ٢٢ بادانجسيديمبوان. صياغة المشكلات هي ١) ما هي القواعد التي يضعها معلم الصف الثامن في الصف الثامن في مدرسة المحمدية المحمدية ٢٢ بادانغسيدايمبوان، ٢) ما هي مكونات القواعد التي يضعها معلم اللغة الإنجليزية للصف الثامن في مدرسة المحمدية المحمدية ٢٢ بادانغسيدايمبوان، ٣) لماذا يتم وضع القواعد في إدارة الصف. استخدم الباحث في هذا البحث البحث البحث الكيفي الوصفي. وكان موضوع البحث اثنين من معلمي اللغة الإنجليزية لطلاب الصف الثامن في مدرسة المحمدية المحمدية ٢٢ بادانغسيدايمبوان. وكان موضوع البحث هو قواعد إدارة الصف لدى معلمي اللغة الإنجليزية. تم جمع البيانات من الملاحظة والمقابلة والتوثيق. تم تحليل البيانات عن طريق اختزال البيانات، وعرض البيانات، واستخلاص النتائج. استخدم الباحث التثليث المنهجي. أظهرت نتائج البحث أن معلمة اللغة الإنجليزية طبقت قواعد الإدارة الصفية في عملية التعليم والتعلم. كانت قواعد الإدارة الصفية التي استخدمها المعلم بالتعاون مع الطالب، قصيرة وقليلة، ومناسبة لعمر الطالب، ومصاغة بشكل إيجابي، ومعروضة بشكل واضح، ومعترف بها ومكافأة عليها. كان هناك العديد من القواعد التي استخدمها المعلم في الصف: أن يصلي المعلم والطلاب الدعاء معًا قبل بدء الدرس، عدم مغادرة الغرفة دون إذن، يجب أن يكون الطلاب مهذبين ولطفاء مع المعلم. كان سبب استخدام المعلمين لقواعد الفصل الدراسي هو: لأن الصلاة هي وسيلة للتعبير عن الامتنان لفرصة التعلم لاكتساب المعرفة، ويمكن أن تجعل الطلاب منضبطين ومسؤولين في متابعة عملية التعلم وجعل الطلاب يبنون علاقة إيجابية مع المعلمين ويمكن للطلاب الحصول على أقصى قدر من الفوائد من عملية التعلم

الكلمات المفتاحية إدارة الفصول الدراسية، قواعد إدارة الفصول الدراسية، عملية التعليم والتعلم.

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14. All of family DSC's groups, TBI 1, TBI 2 and TBI 3, thanks for your friendship that created unforgetable moment in my life.

15. For english teacher at the eight grade of MTs Muhammadiyah 22 Padangsidimpuan who helped the researcher in collecting data of this research.

16. All of the people who have helped to finish my study that cannot mention it one by one.

I hope that Allah SWT will reciprocate all of their kindness and health. Based on my weaknesses, this thesis is still far from perfect. As a result, in order to enhance this thesis, I consider the reader comments and suggestions.

Padangsidimpuan,Februari 2025

Writer

Nurmala Sari Nasution

Reg. Num 18 203 00027

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

A. Background

Classroom management is one of the important aspects in teaching English. Classroom management is needed in every teaching and learning process. Classroom management is closely related to efforts in maintain optimal conditions for the learning process to occur, including: cessation of students behavior that diverts class attention, giving rewards, completing assigments by students in timely manner, determination of productive group norms, which includes arrangement of students and existing facilities. "The English classroom management is a form or support in order that the English teaching and learning process is going efficiently and effectively"[1]. So, teacher should be able to manage class well and provide conditions that enable student to learn in order to obtain the expect result. If teachers cannot properly manage the classroom, teaching and learning process will not run effective.

Essential of English classroom management is the ideal number of students that study in the classroom. "For language learning, a class with more than 20 students might be perceived as a large class". In teaching learning foreign language there is a maximum of 20 students in one class because if the students not more than 20 students in a classroom, it makes the teacher can use

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[1] Siti Rosnani, "English Teacher's Classroom Management in Teaching English at Junior High School SMP Islam Al-Falah Jambi" (The State Islamic University Sultan Thaha Saifuddin Jambi 2019, 2019), http://repository.uinjambi.ac.id.p.17

the types of activities in teaching learning process, and it makes the teacher will be easier to control the students in the classroom.

The discussion about classroom management itself is varied, but in this study, the reseacher will explain classroom management implemented by english teacher using the rules of classroom management and laslet's theory. In this theory, the rules of classroom management are divided into every phase of the teaching and learning process. Therefore, every phase of the lesson has its own rules for managing the classroom. Practically, the theory of rules of classroom management can be adapted for the teacher in managing the classroom in each phase of the teaching and learning process.

Education is a responsibility the country, but the spearhead is succesful the purpose of education is a teacher. Every effort in managing English classroom is made by government to improve education, including, conducing training, workshop,seminars, surgery curriculum for teacher. But until at this time the government cannot be separated from supervision by the institution or school. Supervision should be carried out by the head study continously and sustainably to foster and guide teachers in oimprove performance.

Classroom management is the main key to the success of learning objectives. Often in managing classroom is not easy to make students calm down, sometimes students in a classroom like to change seats, make noise, even walk while teaching learning process is in progress. So that teachers have to have responsibilities in the use of classroom processing components during the teaching and learning process. Teaches must be able to develop students'

abilities with classroom management component used in the learning process. That is the teacher has responsibility in classroom management because the use of appropriate the components of classroom management can affect the quality and learning outcomes.

The success of classroom management carried out by teachers can be supported by various factors. Among them are school factors and also the teacher's personal factors. If the teacher has the ability and really wants to do classroom management in earnest, of course the results will also be good, but if the teacher only focuses on teaching activities and not paying attention to class managerial activities, then the learning activities will not run optimally.

Based on interviews with English teachers in MTs Muhammadiyah 22, in classroom management management of the teaching and learning proces, students pay less attention, Students are less discipline in carrying out class rules like students talk to each other friends when the techer is explaining in front of the class students do not bring dictionary during the learning process so that is makes them find difficult understands the meaning of unfamiliar words by English teacher.[2]

The role of teacher is very important in classroom rules , the rules of classroom management are divided into every phase of teaching and learning process. Therefore every phase of the teaching and learning process from the beginning of lesson until the end of the lesson has its own rules for managing

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[2] Private Interview, an English Teacher of MTs Muhammadiyah 22 Padangsidimpuan, on August 23, 2024, 13:00 p.m

the classroom. Practically, the theory of rules of classroom management can be adapted for the teachers in managing the classroom in each phase of the teaching and learning process.

Based on the explanation above, the researcher is interested in conducting research, "An Analysis of Classroom Management (Rules) in English Learning Process at VIII Grade MTs Muhammadiyah 22 Padangsidimpuan.

B. Focus of the Problem

Based on descriptions in this research, the foccused of classroom management be found in the types of rules that are made in the classrrom, and components which consists developed collaboratively with students, short and few, age appropriate, positively phrased, displayed clearly, and the last acknowledge and rewarded. In this researcher conducted at the eight grade students of MTs Muhammadiyah 22 Padangsidimpuan.

C. Formulation of the Problem

The formulations of the problems of this research as below:

1. How are rules of Classroom Management In English made by the Teachers at the VIII grade Students of MTs Muhammadiyah 22 Padangsidimpuan?

2. What are Teachers' reasons to choose the rules in English teaching and Learning process at the VIII Grade Students of MTS Muhammadiyah 22 Padangsidimpuan?

D. Objective of the study

1. To describe are rules of classroom management made by the Teachers at the VIII grade Students of MTs Muhammadiyah 22 Padangsidimpuan

2. To explain what are Teachers' reasons to choose the rules in English teaching

E. Significances of the Research

This result of this research gave useful information about English teachers' classroom management at the eighth grade of MTs Muhammadiyah 22 Padangsidimpuan The significances are:

1. Headmaster, it will be useful to add the information about how to manage teacher to use good way to manage rules in learning process.

2. Teacher, the researcher hopes the result of this research can be used a rules to English teacher of teaching and learning process in managing classroom. So the teaching process is more effective and efficient without a fuss in the classroom so that, it will be created a conducive classroom.

3. Students, the research of this research is expected can increase students' attitude in the classroom, so that the students feel comfortable and calm when the teaching learning process is taking place. Then it makes the class in more discipline

4. Other researcher, it can be information to do more which related to this problem.

F. Definition of Key Terms

1. Rules of classroom management

   Rules of classroom management are the sequence of rules that are used to manage the class in every phase of the teaching and learning process. Rules is a set of activities or teacher's effort in managing the classroom so that the classroom atmosphere becomes more conducive in the teaching learning process and to create positive relationship between teacher and students.

G. Outline of the Thesis

The outline of thesis included in to five chapters they are:

1. first chapter consists of the background of the problem, focus of the problem, formulations of the problem, objectives of the reseach, the significant of the research, the definition of the key terms and the outline of the research.

2. The second chapter consists of the review or related review. It talked about theories that the researcher employs to build an interpretation of the topic discussed in this study. The theories are related to the theoritical description of English Teachers; classroom management at the eight grade students of MTs Muhammadiyah 22 Padangsidimpuan.

3. The third chapter consists of research methodology, place and time of the research, method of the research, research participants, the instrument of collecting data, and technique of analysis data.

4. The fourth chapter consists of analysis of discussion and result of the research.

5. The fifth chapter as the closing that consists of the conclusions and suggestion

CHAPTER II

LITERATURE RREVIEW

H. Theoretical Description

1. Classroom Management

a. Definition of Classroom Management

According to Rifdah Diniatulhaq The essence of classroom management is the creation of more conducive student learning conditions. The conducive learning conditions are the most important prerequisite for the smooth implementation of student learning activities, so that the smooth learning process influences the learning outcomes more optimally[3]. Good class management is one that can serve and help students' needs in learning. Therefore, the characteristics and needs of students are the first things that need to be known and taken into account by the teacher as well as possible. This present study tries to analyze classroom management strategies in English Language Teaching of three junior high school in Yogyakarta.

Classroom management is defined as the actions teachers take those results in an environment that is supportive and provides for both academic and social emotional learning.[4] In classroom management,

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[3] Rifdah Diniatulhaq, Annafi Ananda Oktaria, Azwar Abbas, '' Classroom Management Strategies in Engliah Teaching : A Perspective of Engliah Teacher ",Journal of English Education and Development,Vol.3, No.2, March 2020, p.2. **DOI:** https://doi.org/10.31605/eduvelop.v3i2.604

[4] Hanke Korpershoek et al., Effective and Classroom Management Programs Effective Classroom Management strategies and Classroom Manegement programs for Educational Practice (Rijksuniversiteit, Gronte Rozenstraat, 3,9712 TG Groningen. : GION onderwijs,2014).p.11.

the teachers' role is very imortant. As a good teacher has very complex assigment, especially if a teacher comes to the classroom, the teacher will be face a lot of students who have different character. When a teacher is interacting with the students in the classroom, the teacher will find many experience with different student every day. Sometimes, the teache find good things and bad things, the teacher also find the students who are good, polite, smart, and diligent. Even, sometimes teachers find students who are good, impolite, and lazy. These are common things that usually happen in the teaching learning process. So that, it is a teacher's responsibility for creating a supportive learning environment to provide and build academic and social emotional learning.

Classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues.[5]

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[5] Garret, Tracey. Effective of Classroom Management. Columbia University: Teacher College. 2014 , p.3

Classroom management includes behaviour management because both managerial traits cannot always be distinguished, especially when the lesson is being carried out[6]

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students´ learning can take place[7].

Based on statement above, the researcher can get conclusion about classroom management based on all definition above, that classroom management in the activities and actions of teachers to support, create, and maintain conducive and effective classroom classroom atmosphere in the learning process in order to achieve learning objective, especially those that lead to class order related to classroom rules by the teachers. In addition a teacher must be able to control and solve if there is a problem in the classroom. A comfortable classroom not only about the class is large, good, neat, and luxorios, but the important things is the way a teacher and organize the classroom.

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[6] Azlin Norhaini Mansor1 , Wong Kim Eng2 , Mohamad Sattar Rasul1 , Mohd Izham Mohd Hamzah1 & Aida Hanim A. Hamid1. Effective Classroom Management. International Education Studies. Vol. 5, No. 5; 2012, P.37.

[7] Katharina Sieberer-Nagler. Effective Classroom-Management & Positive Teaching, English Language Teaching. Vol. 9, No. 1; 2016, P.163.

b. Component of Classroom Management

According to Marzano there are five components of classroom management[8]

1. Physical Design of Classroom

    The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and material are located, where heavily used items such as the pencil sharpeners are, and so on.

2. Rules and Routines

    Teachers establish class rules and routines such as handing back papers and taking attendance to keep the class activities running smoothly with as little disruption and loss of time as possible.

3. Relationships

    Effective classroom manager develop caring, supportive relationship with students and parent and promote supportive relation among students.

4. Engaging and Motivating

    Instruction Effective manager develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

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[8] Marzano, R.J. Classroom Management that works. (virgina US: ASCD, 2017), P.13.

5. Discipline

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

c. **Managing The Classrooms**

1. The teacher roles

Levin and Nolan suggests the following tyeacher roles, which are more conductive to creating an interactive classroom.[9] First, a teacher is controller. The teachers determine what the students do, when they should speak, and what language forms they should use. To make interaction, the teacher must create the climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of experience given over to student. Second is director. This role will enable students eventually to engage in the real-life drama improvisation as each communicative even bring its own uniqueness. Third is as a manager. In this the teacher is one who plan lesson, modules, and courses, and who structures the larger segments of classroom time, but who them always each

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[9] James Levin and James F Nolan. Principle of Classroom Manegement : A Professional Decision Making modul. Boston : Allyn & Bacon (1996).p.125.

individual player to be creative within those parameters. Fourth is a facilitator. The teacher makes learning easies for student: help them to clear away roalblocks, the find shortcuts, to negative cough terrain. The last is as a resource. The teacher is available for advice and counsel when the students seek it.

2. Grouping student

Levin and Nolan state the key concept of grouping students and the language teaching classroom.[10] Teacher need to consider a number of different factors bellows:

a) The teaching aim it is much easier to choose how to group students when we have decided on the aims of the lesson and the aim of each activity.

b) The learning style of the students for example, some students prefer to work as individual, other in groups.

c) The ability and level of the students most classes are mixed ability' i.e the include student of different abilities. Teacher can goup's student for some activities so that students of the some ability work together, and for some activities so that students of different abilities work together.

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[10] James Levin and James F Nolan. Principle of Classroom Manegement : A Professional Decision Making modul. Boston : Allyn & Bacon (1996).p.127.

d) The personalities of our students. Most of the time students will work together, but the sometime there are students who do not work together positively.

e) The class size. With a class of between 20 and 30 student, teacher can manage pair and group work quite easily. With classes of more that 30 students, pairs, and groups work are possible, but need more careful planning.

3. Giving Feedback

According to Levin and Nolan giving feedback is giving information to learns about their learning.[11] Feedback can focus on leaner's language or skills, the ideas in their work, their bahavior, their attitude to learning or their progress. Futhermore, they state key concepts of giving feedback in the language teaching in the classroom. They are:

a) Students can organize small group feedback session, where the teacher and the learners can give and receive feedback on the classes and their learning

b) Learners will need training is how to give feedback to each other

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[11] James Levin and James F Nolan. Principle of Classroom Manegement : A Professional Decision Making modul. Boston : Allyn & Bacon (1996).p.129.

c) Feedback which is particularly personal or sensitive should be given to learners in individual meetings and not in front of the whole class.

4. Seating arrangement

a) Orderly Rows

The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing.

b) Circles and Horseshoes

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

c) Separate Tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in

mixed ability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels).

Separate table seating is also appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing or where they are listening to different audio tracks in a jigsaw listening exercise.

5. The physical environment of the classroom

   a) Sight, sound, and comfort

   Brown states that physical environment of the classroom are sight, sound, and comford, they are:

   1) The classroom is neat, and orderly in appearance.

   2) Chalkboards are erased

   3) Chairs appropriatetely arranged

   4) The classroom is are free from external noises as possible (machinery outside, street, noise, hallway voices)

   5) Acoustic within your classroom are at the least tolerable

   6) Heating of cooling system if applicable is operating

   b) Chalkboard use

   The chalkboard is one of the greatest allies. It gives students added visual input along with auditory. It allows

the teacher to illustrate with words, picture, graphs, and charts.

c) Equipment

The classroom may be construed to include any equipment the teacher may be using if the teacher is using electrical equipment (say, an overhead projector or a video player) sure that

1) The room has outlets

2) The equipment fits comfortably in the room

3) Everyone can see the visual or auditory stimulus

4) You leave enough time before and after class to get the equipment and return it is proper place

5) The machine actually works

6) Teacher know how to operate it

7) There is an extra light bulb or whatever else teachers will need if a routine replacement is an order.

d) The teacher's physical attendance

One of the first requirement teaching of good teaching is good voice projection. The teacher do not have aloud, booming voice, but the teacher needs to be heard by all the students in the room. When the teacher is talking project, the teacher voice is loud so that the person sitting farthest away from the teacher hear the clearly. If the teacher are

directing comment to a students in the first row sitting right in front of the teacher, remember that in whole class work, all the reeks of the student need to be able to hear that comment.

2. **Rules**

   a. **Definition of Rules**

   Rules is a specific guidelines or behavior expectations established by the teacher to govern student maintain a positive, orderly, and productive learning environment. These rules clearly state what behaviors are acceptable and expected from students to support smooth lesson delivery and minimize disruptions. They serve as a framework to create a structured atmosphere where students can focus on learning and feel safe. Effective classroom rules are usually positively stated, specific, observable, concise, and consistently enforced to foster mutual respect and cooperation among students and teachers. Rules will make children learn discipline. Rules learned through written rules and examples continuously so get appropriate and appropriate response to a rule. So that the rules become To be more effective, rules need to be clear and enforced fairly and consistently.[12]

   Rule in class is very necessary because as control and guide in teaching. so that in teaching can be a maximum and conducive school classrooms, as well as teachers involve students in designing the rules

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[12] Dixie, G. Managing Your Classroom. New York. Continuum, 2007, p. 8.

and those who will be running it so as to allow students to work discipline in running the rules. After the rules is made, and then make it as responsibility, all students who violate or not to see that the rules are followed properly or not. As well as give reward students who run the rules properly. This will encourage other students to continue to follow the rules as well as motivate students who are not successful enough to earn the reward at a later date.

According to Hurlock rules are a pattern which is set for behavior.[13] Rules or orders are something to regulate behavior that is expected to occur to someone. Rules and orders are something to regulate the behavior expected of students. Arikunto also suggests that class rules are applied to provide control of student behavior expected by the teacher.[14] Likewise, Ambarita defines classroom rules as guidelines agreed upon between the teacher and all class members which are used to manage all available resources in the class.

Based on the above understanding, it can be concluded that rules are things provided to regulate something as desired. Therefore, the application of rules in the classroom is a key to control a class that is expected by the teacher so that the learning can take place efficiently. The learning process in physical education classroom is slightly different from other learning classes. Physical education learning

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[13] Hurlock, Elizabeth, Child development. Airlangga. Bandung, 1978

[14] Arikunto, S. Research action research. PT Bumi Aksara. Jakarta, 2014.

process is often done outside the room, so the rules that must be applied are of course a little bit different.

b. Component of rules

According to Judith rink there are six condition of rules:

1. Developed collaboratively with students

   This process ensures a shared understanding and encourages a sense of fairness and accountability. This helps student to gain a better understanding of the rules.

2. Short and few

   It is important that student understand what is expected of them and that the rule clearly states what they need to do.

3. Age appropriate

   If the rule is beyond the ability of the student then it will not be effective and they may struggle to learn the appropriate skill.

4. Positively phrased

   This shows your students what they have to do to meet the rule not what they do not do.

5. Displayed clearly

   An effective way to do this is to use visual supports placed in clear view of your students.

6. Acknowledged and rewarded

   It is important to praise students as they make genuine efforts to follow classroom rules. Students may also need a simple reward

system such as stickers or teacher ticks to encourage them along way.[15]

c. **Purpose of rules**

Rules in this class must and are encouraged to follow. The objective of the existence of class rules include:

1. Student know their duties, right, and obligation in class

2. Realizing a sense of security, peace, and freedom from fear, both physically and mentally for all class members.

3. The creation of a comfortable, conducive, effective and efficient learning atmosphere so that teaching and learning activities can run well and smoothly.

4. Train and grow discipline and a sense of responsibility in students.

5. Limiting student behavior while in the classroom or school environment.[16]

d. **Advantages of class rules**

Rules in the classroom there are various benefit that student and teachers can get. Here are some of advantages of classroom rules.

1. For teacher

   a) Providing peace in the classroom environment so that the teaching and learning process runs smoothly.

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[15] Judith Rink Teaching Physical Education For Learning. McGraw Hill : New York, 2010, p.80

[16] Iren Via. Ariani Tandi Padang. Pentingnya Tata Tertib dalam Membentuk Disiplin Belajar Siswa SMP. Jurnal KAIROS Vol. 1, No. 1. 2021.

b) Make it easier for teacher to pay attention to the condition of students in class.

c) Assist teacher in guiding students in order to achieve the learning objectives that have been set

d) Facilitate teacher in educating students about the importance of discipline and a sense of responsibility.

2. For student

a) Making students feel more comfortable, calm, safe, and peaceful while studying in class

b) Discipline makes the learning atmosphere more controlled so that it makes it easier for students to understand the lesson.

c) Train students to become discipline and responsible individuals.

d) Helping students understand what is allowed and what is not allowed, as well the consequences if they break the rules that have been made.

Example about class rules

1. Students must be in class aftervthe enterance bell rings.

2. Student who are late for class must show permission from the picket teacher before entering class

3. Student who have picket schedules must arrive eralier, a maximum of 15 minute before the bell rings.

4. It is forbiden to carry and play mobilephone, unless they have receive permission from the teacher.

5. Do not make noise during class or when the teacher is not in class

6. It is forbidden to bring items that are not important or not related to lesson to school, such as make up products, sharp weapons, cigarettes, liquor, pets and so on.

7. Students must be polite and respectful to each other, both with peers and teachers.

8. Students must maintain order, beauty, cleanliness and comfort in the class.

3. Teaching learning process

a. Definition

The teaching-learning process is an activity of speaking and telling that is done between teachers and students. This means the teacher gives material and students take it. Teaching consists of activities, tasks and learning experiences chosen by the teacher to help students in the learning process.

Mulyasa state that there are four cycles of teaching-learning process: Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCo T), and Independent Construction of Text (ICoT). The explanation four processes are [17].

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[17] Mulyasa, E. Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirkian Guru Dan Kepals Sekolah. (Jakarta: Bumi Aksara, 2010), P.6

1. Building Knowledge of Field (BKoF)

   This is a step in which teacher has duty to accompany the students and give explanation about material that will be studied to activate their background knowledge.

2. Modeling of Text (MoT)

   This is a step in which teacher gives some example of models related to the material being discussed. The students just listen to what teacher tell and try to understand it.

3. Joint Construction of Text (JCoT)

   This is a step in which teacher must emphasize on schematic structure linguistic features, knowledge of field, learn in group, collaboration and reflection. Students start to construct text within group.

4. Independent Construction of Text (ICoT)

   This is a step in which students must create and show their knowledge individually. In this step teacher emphasize schematic structure, linguistic features, knowledge, individual learning and reflection. While learning (teaching-learning proses) is an educational interaction between students and teachers, students with the school environment, and students with the school environment. in general, experts agree that the so-called Teaching-Pearning Process (TLP) is an activity that is integral (integrated intact)

between students as students who are learning with the teacher as a teacher who is teaching[18].

According to Gagne, Briggs, and Wager, "Teaching-Learning is a series of activities designed to facilitate the teaching-learning process in students. Miarso argues that" Teaching-Learning is a deliberate, purposeful and controlled effort so that other people learn or there is a change that is permanent in people. other. This business can be done by someone or a team that has a capability or competence in designing and or developing the necessary learning resources[19].

b. Procedures of Teaching Learning Process

According to Ahmadi, basically there are three components of procedures applied in teaching learning process, namely: introduction component, presentation/content component and closing or conclusion component. The three components can be described as follow[20]

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[18] Muhibbin Syah. Psikolog Belajar. (Bandung: PT Remaja Rosdakarya,2012), P.109

[19] Rusmono. Strategi Pembelajaran Dengan Problem Based Learning Itu Perlu. (Bogor:Penerbit Ghalia Indonesia, 2014), P.6.

[20] Syaiful Bahri Djamrah Dan Aswan Zain. Strategi Belajar Mengajar. (Jakarta Selatan: Rineka Cipta,2013), P.1.

1. Opening activity/Introduction

This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brainstorming

2. Main activity/Presentation

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

3. Closing activity/Conclusion

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

c. The Concept of English Teaching Learning Process

1. The Nation of Teaching English

Tomlinson stated that teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language[21]. This could include the teacher standing in front of the classroom explaining the conventions of direct speech in English; it could include

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[21] Tonmlinson, B. Material Development In Language Teaching. (Australia: Cambridge University Press, 1998), P.3

textbook providing samples of language use and guiding learners to make discoveries for them, it could include textbook inviting learners to reflect on the way they have just read a passage or it could the teacher providing the language a learner need whilst participating in a challenging task.

Education consists of teaching and learning. Teaching is a process involves the teaching learning process. Mulyasa explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better[22]

In teaching process, there will involve the interaction between people, material, facilitates, tools, and the procedure that all of them are influence each others in getting the teaching goal[23]. In short, teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge.

3. Component of Teaching

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

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[22] Mulyasa, E. Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirkian Guru Dan Kepals Sekolah. (Jakarta: Bumi Aksara, 2010), P.100.

[23] Hamalik, Oemar. Proses Belajar Mengajar. (Jakarta: PT. Bumi Aksara, 2014), P.57.

a. The objective

Objective is the goal of education that interprets from the vision, mission, owned by an institution. According to Hamalik the objective is a goal which will be reached after do the teaching process. Therefore, this is important as a component of teaching[24]

b. The students or participant

Students or participants are human being without way any limitation and certain characteristic. In teaching learning process, the learners have significant roles. Nowadays, students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.

c. The teacher

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

4. Teaching Strategies

The teacher should make design or select good strategy in teaching learning process. An instructional strategy is defined something a teacher arranges that is designed to establish interaction between teacher, students and

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[24] Hamalik, Oemar. Proses Belajar Mengajar. (Jakarta: PT. Bumi Aksara, 2014), P.6

subject matter, or combination these three dimensions. Teacher as a selector instructional strategy, the effective teacher will:

a. Plan to influence directly or indirectly the learning process by varying his/her behavior.

b. Tailor the subject matter to meet the needs and interest of each individual.

c. Arrange a variety of media including book, lecture notes, homework visual aids, program, discussion, and laboratory experiences. This model of effective teaching places the students in the center completely surrounded by multisensory media arrange by the teacher who the function as prescriber organizer. The teacher should act as a prescriber organizer, studies each students' physical and mental characteristics as well as his/her previous achievement record.

B. **Review of Related Finding**

This research is not the first research that conducted in the world. There are many researchers related to this research. The first research by Suswanto entited "An Analysis Of Classroom Management In English Teaching Learning Process At SMPN 19 Seluma", Eight teachers of English were involved as the research participants to provide a broad perspective of implementation of classroom management. The researchers used four techniques for collecting data: interviews, focus group discussions, observations, and document review. The findings, describing the implementation, processes and problems of classroom management, are divided into three themes: teaching standards, rules and procedures, classroom climate, and timing and scheduling. Analyses of results show that there is a deficit of classroom management skills among teachers, which is due moreover to some lapses in initial education of teachers.[25]

The second research by Rosnani entitled "English Teacher's Classroom Management in Teaching English at junior high school Smp Islam Al-falah jambi", The result of this research show that classroom management divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. The problem faced by English teacher was habit of

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[25] Gading, Suswanto. "An Analysis Of Classroom Management In English Teaching Learning Process At Smpn 19 Seluma". Institute of Bengkulu,2020.

the students and class discipline. To solve the problem, the teacher gave a punishment and a treatment.[26]

The fourth by Resky entitled "analysis of clasroom management of english teaching process in the large class at the second grade of junior high school based islamic boarding school pancasila kota bengkulu" The researcher conducted interview to collect the data. The researcher did some steps to analyze the data, namely: data condensation, data display, and conclusion drawing. The result of this research showed that teachers mostly organize students into group during lesson, walk around classroom to check students work, set particular seating arrangement, address misbehavior and using variety of teaching method such as discussion, group work and group project to make students active during class. In addition, students" perception has significant relationship between teachers" strategies and students performance in learning English. The finding also showed that teachers has positive strategies in managing their class and the students enjoyed the method used by teachers during English lesson.[27]

The fifth by Kholila entitled "classroom management conducted by english teacher at the seventh grade students of mtsn II surakarta in academic year 2019/2020" This research was qualitative approach. The objectives of her research are to investigate on the activities of teachers in developing their

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[26] Siti, Rosnani. "English Teacher's Classroom Management in Teaching English at junior high school Smp Islam Al-falah jambi". University sultan thaha saifuddin jambi, 2019.

[27] Sefti mei, Resky. "analysis of clasroom management of english teaching process in the large class at the second grade of junior high school based islamic boarding school pancasila kota bengkulu", IAIN of Bengkulu, 2021.

teaching and learning in the classroom and how the effective teachers employ classroom management in english class. In this resercher the teacher use material in the form of a laptop and LCD when the teacher delivers the subject matter. The teacher also uses the blackboard when the teacher delivers the material. The English teacher also rewarded him with the word "good" and gave a big round of applause.[28]

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[28] Defi, Kholila, "classroom management conducted by english teacher at the seventh grade students of mtsn II surakarta in academic year 2019/2020". Institute of Surakarta, 2020.

CHAPTER III

METHODOLOGY

A. Place and Time

The research conducted at MTs Muhammadiyah 22 Padangsidimpuan. It located in Jln. wise Arif Rahman Hakim No. 3 Padangsidimpuan, Bincar Village, Distric, North Padangsidimpuan. The time of this research is started from February, 2022 until finish.

B. Method of the Reseach

This research used descriptive method. Descriptive method was a research method that sought to describe, and explain the object or subject studied in depth, broadly, and detail based on phenomena that occured naturally, not engineered. This research method was used to solve and answer the problems. The theoretical basis was used as a guide so that the research focus is in accordance with the facts on the ground. This study described how teachers manage the classroom during the teaching and learning process. The research used descriptive research to describe the conditions as they are naturally without giving treatment or manipulation variable the research. In other words, a type oh this research did not include any calculation or enumeration. As a result, the data in question appears in words rather than number.

C. Participant of the Research

The source of the data in this research came from two teachers who teach in the eighth grade of MTs Muhammadiyah 22 Padangsidimpuan.

D. Instruments of Collecting Data

The research instrument is a very important and strategic tool in its position in the overall research activities, because of the data need to answer the research problem formulation obtained through the instrument. The researchers got data from source using two instruments, namely :

1. Observation

The researcher observed two teachers as main score in MTs Muhammadiyah 22 Padangsidimpuan. The English teacher were observed by researcher when the teachers carrying out the learning process in the classroom. The researcher observed the type of rules classroom, components of rules and reasons for using rules. The indicators for this observation was implementation of classroom rules components by English teachers'.

2. Interview

Researcher interviewed English teachers at MTs Muhammadiyah 22 Padangsidimpuan The English teachers' was asked by the researcher about learning process in the class. The researcher asked about types of rules, components of rules, and teachers' reasons for using rules in classroom management.

E. Technique of data collection

In this research the data was collected using interview and observation

1. Interview

    Interview is activity that involves interviewer and interview where the interviewer will give some question to be answered by interview, thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. The purpose of the interview is to obtain direct information about certain situations and conditions, complete a scientific investigation, and obtain the data influence certain situation or parties. In this research, the researcher interviewed two English teacher at MTs Muhammadiyah 22 Padangsidimpuan. The fresearcher used structural where the questions in this interview has been conducted and prepared before interviewing. The researcher asked some question about component of rules to English teacher in the class.

    Then this research conducted face to face interviews with participants. This research proposed some questions related to the research title. To get information, this research interviewed the participant to explore their opinion more deeply. This research used mobilephone as an instrument to record the data from interviews.

Table 1

Indicator of Interview

No	Question	Answer
1.	Do you use rules in the classroom	
2.	How many type of rules in the class	
3.	What are the component of the rules	
4.	What is your reason use rules	

2. Observation

Observation is an activity to pay attention to objects research carefully and aim to record the every relevant situations with the research purpose. The important puposed of observation was to provide researchers with realistic picture of a behavior or event related to the activity of the object of research.

In this observation was carried out there times, where this observation began , the researcher came to the classroom. For this step the researcher observed and saw directly English teacher in managing classroom and it would be done four times of meeting. For doing observation the observer directly observed the component of rules in classroom management. In the meantime, tool that used in this observation is check list. Check list is a list that contains the names of the aspects to be investigated thoroughly systematic. With this check list, it could help the researcher to get in depth result information.

In collecting data, this research conducted non participants observation. Where, at non participant the researchers were not involved and only as observed independent. As for the purpose of doing the observation non participant was to obtain information about students and teacher behaviour as it occurs in reality.

Table 2

Indicators of Observation

a. Developed collaboratively with students (DCS)
b. Short and few (SF)
c. Age appropriate (AA)
d. Positively phrased (PP)
e. Displayed clearly (DC)
f. Acknowledged and rewarded (AR)

No	Rules	DCS	SF	AA	PP	DC	AR	Notes
1.	Teacher and students pray doa together before start the lesson							
2.	Teacher checks the attedance list before start the lesson							
3.	Respect other and their property							
4.	Listen carefully when the teacher gives an explation							
5.	Do not leave the room without permission							
6.	Student must be polite and kind to the teachers							
7.	Go to class on time							
8.	Use appropriate language							
9.	Complete and submit assigments on time							
10.	Do not use hair color							
11.	The student must wear inside cap of the hijab							

12.	For students who are enable to attend, it is expected that they will provide a statement signed by their parent.							
13.	No truancy allowed							
14.	Students are prohibited for using make up							
15.	Students must be wear a uniform neatly according to school regulation							
16.	Dispose of rubbish in the right place and keep the classroom clean							
17.	Do not disturb friends who are studying							
18.	Don't sleep in the classroom							
19.	Don't use long nails							
20.	Don't use long hairs							
21.	Students are prohibited from havig tattoos							
22.	Don't fighting with friends							
23.	It is forbidden to scribble on walls or table							
24.	Teachers ask students about yesterday's lesson							
25.	Don't play mobilphone during the learning process							
26.	Don't eat in the class during the learning process							
27.	Don't talk to friends when the teacher is explaning							
28.	Not smoking							
29.	Prohibited from carriying sharp weapons							
30.	Students must bring dictionary							

F. Technique of data analysis

The data analysis was used after the data has been collected through doing observation and interview. The data analysis for study done by applying the procedure suggested by Miles and Huberman, they were data reduction, data display, and conclusion drawing. [29] The explanation of those procedures as follows:

a. Data reduction

The first step in this research was data reduction. Data reduction referred to the process of selecting, focusing, simplying, and transforming the data that appear in written-up field notes or transcription. In this study, the researcher firstly analyzing the data by listening and recording of interview, listen carefully and checking the data by reading the transcription to saw the result. The researcher also took some notes to make easy in analyzing the data and continuing to the next step.

b. Data Display

The second step in this research was data display. According to Miles, data display is an organized, compressed, assembly of information that permits conclusion drawing and action. [30]For this step, the researcher showed the data which was contains English Teacher's

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[29] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, second edi (London, 1994).p.10

[30] Miles and Huberman. Qualitative Data Analysis.p.11

Rules at Grade VIII MTs Muhammadiyah 22 Padangsidimpuan, not only as generally but specifically and clearly.

c. Conclusion Drawing

The last step in this research was conclusion drawing. It meant after finishing data reduction and data display, the researcher concluded the result of the research based on the research problem that has been researched. On the other hand, if the data was not valid or the result unclear, this research should repeat the process starting from displaying the data in ordered to check whether the data display were in line with the formulation of the problem being investigated in the study or not. In other words, final conclusion can be made whether the data display answer the research problem being investigated in the present study.

G. Techniques to Maintain the Data Trustworthiness

Every research required a standard to determine the degree of belief or truth in the results of the research. This standard was often referred to as trustworthiness. Checking the validity of the data or trustworthiness is very important. It aim to reduced reliable the data answer and be trusted scientifically. It helped the researcher be better for understanding while the researcher made sense of data and information.

According to Lincoln and Guba in Salim and Syahrun stated there were six trustworthiness such as: observation extension, persistent observation,

triangulation, negative case analysis, using reference material, member check.[31] Here the explanation about the statement above, they were:

1. Observation Extension

    With the extension of the observation meant the researcher returns to the field, made observations, interview again with data sources that have been found or new.[32] This could improve the relationship between the researcher and the resource person, in an extension of this observation to the credibility of the data in this research it should be focused on testing the data that obtained.

2. Persistent observation

    Persistent observation means searching consistently interpretation with various ways in relation to the analytical process that constant or tentative.[33] This concerned that the researcher's craft in carrying out his research, so the researcher was looking for a business limiting influences.

3. Triangulation

    Triangulation was a technique for checking data validity by utilizing something else outside the data it is for checking or comparison purposes to the relevant data.[34] In other words, with this triangulation, the researcher could recheck the result of their research way of comparing it with various other sources, methods, or theories.

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[31] Salim and Syahrum, Metodologi Penelitian Kualitatif, ed. Haidir, 5th ed. (Bandung: Citapustaka Media, 2012).hlm. 165.

[32] Murdiyanto, Metode Penelitian Kualitatif. hlm.68

[33] Salim, Metodologi Penelitian Kualitatif. hlm. 75

[34] Farida Nugrahani, Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa, 1st ed. (Surakarta: Cakra books, 2014).hlm. 115.

4. Negative Case Analysis

Negative case analysis was carried out by reviewing things that have happened, recorded in field notes, whether there were still data that did not support the main data.[35]it meant that the researchers were looking for different or even contradictory. If there was no more different data or contra to the findings meant that the data found has been can be trusted. But if there were researchers still got contra of the data found, the researcher may change the findings.

5. Using Reference material

Reference material is the existence of supporters to prove the data that have been found by researchers. [36]In a research using reference material such as interview data need to be supported by the recording of the interview, equipped with authentic photos or document, making them more trustworthy.

6. Member Check

Checking with members who involved in the data collection process is very important in checking the degree trust. [37]When the members agree with all the report from this research then the conclusion and the result of this research can be trusted.

According to Denzin in Nugrahani there were some types of triangulation, which were time triangulation, theoretical triangulation, investigator

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[35] Salim, Metodologi Penelitian Kualitatif.hlm.167-168.

[36] Murdiyanto, Metode Penelitian Kualitatif.hlm.70

[37] Adhi Kusumastuti and Mustamil Ahmad Khoiron, Metode Penelitian Kualitatif, ed. Firatun Annisya and Sukarno (Semarang: Lembaga Pendidikan Sukarno Pressindo, 2019).hlm. 79- 80

triangulation, and methodological triangulation. [38]In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect the data. Methodological was a type of triangulation that was used more than one technique to collect the data for getting same data. It was used to get valid data and verify the data from the field.

The methodological triangulation started with interview and observation. the first step was interview the informant. The informant was the teachers. In this section, the researcher conducted interview with two teachers who taught at the VIII grade and record the information from them. The recorders were used to make transcripts. Then, the next step was observation, the researcher conducted observation in two classes taught by both teachers and made a note about all the activity that happened in that classes. After it, the researcher comparing both field notes and the transcripts got the valid data.

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[38] Nugrahani, Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa.hlm. 115.

BAB IV

RESULT OF RESEARCH

A. FINDINGS

In this part, this research presented the data collected from the result of interview and observation. Based on the interview and observation this research obtained some information from the subject related to the research questions. There are three findings in this research.

1. The types of rules that are made in the classroom

This session explained the data found in the field. It is related to the English teachers' classroom management at the eighth grade of MTs Muhammadiyah 22 Padangsidimpuan. There were two English teache rs taught at the eighth grade (Mr. Arif and Mrs. Saulina) as main subjects who had been interviewed and observed.

a) Mr. Arif

In Mr. Arif class the observation was done two times in the first observation the are ten types of rules made, the rules are[39]

Teacher and students pray doa and read surah together before start the lesson, student must wear a uniform neatly according to school regulation, repect other and their property, dispose of rubbish in the right place and keep the classroom clean, listen carefully when the teacher gives an explanation, students must bring dictionary in english

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[39] Interview with Mr.Arif….,at 10.00 am Tuesday 1 October 2024

class, don't sleep in the classroom, don't eat in the class during the learning process, the students must wear inside cup of the hijab, go to class on time, don't use long nails, the students must be use short hairs, student are prohibited for using make up, students are prohibited from having tattoos, don't play mobilephone during the learning process

And the second observation it was found that there are, the rules are:

Don't leave the class without permission, it is forbidden to scribble on walls or table, teacher check the attedance list after finish the lesson, students must be polite and kind to the teacher, use appoiriate language, don't use hair color, for students who are enable to attend it is expected that they will provide a statement signed by their parent, don't talk to another friends when the teacher is explanning, complete and submit assignment, don't smooking

b) Mrs Saulina

In mrs saulina class the observation was done two times too, in the first obsercation there are:[40]

Teacher and students pray doa together before start the lesson, teacher checks the attendance list before start the lesson, respect other and their property, teachers ask students about yesterday's lesson, do not distrub friends who are studying, do not leave the room without permission, students must be polite and kind to the teacher, go to the

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[40] Interview with Mrs. Saulina…, at 12.00 pm Wednesday 03 October 2024

class on time, complete and submit assigments on time, use appropriate language

An the second observation it was found that there arre, the rules are:

The students must wear inside cap of the hijab, students are prohibited for using make up, students must wear a uniform neatly according to school regulation, don't sleep in the classroom, don't fighting with friends, prohibited from carriying sharp weapons, don't play mobilephone during the learning process, students must bring dictionary, for students who are enable to attend it is expected that they will provide a statement signed by their parent, not truancy allowed

2. Components of Rules

a) Mr Arif

Related to the component of the rules in Mr. Arif class below are the description of the first rules is[41]

1) Teacher and students pray doa and read surah together before start the lesson, this rules conform the AA(age appropriate) and PP (positive phrased) components. This first rules is very suitable for his age, then this first rule also has a positive impact on students.

2) Student must wear a uniform neatly according to school regulation, this rules are conform DCS(developed collaboratively with

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[41] Interview with Mr.Arif….,at 10.00 am Tuesday 1 October 2024

students), AA(age appropriate), and PP(positively phrased) in this rules its important for teacher and students, this rules also suitable for their age, and in this rules posititive impact because this activity aim to ensure that all students are present and ready to learn. By checking attendance list, teacher can display student attendance and identify students who are absent, so that appropriate action can be taken to help these students

3) Repect other and their property, this rules conform DCS(developed collaboratively with students) and PP(positively phared) it this rules caring about the surrounding and property in the classroom is a very important thing for students to do. In this rules positive impact because cleanliness and tidiness of the classroom, can help students create a comfortable and conducive learning environment. In addition, caring about property in the classroom can also help avoid damage and loss of school items

4) Dispose of rubbish in the right place and keep the classroom clean, this rules conform SF(short and few) and PP(positively pharased) in this rules make student comfortable in receiving lesson given by the teacher, students must clean the classroom and always maintain cleanliness because this can help maintain a healthy and comfortable learning environment. By cleaning the classroom, students can show a sense of responsibility and appreciate the facilities provided by the school. Apart from that, keeping the

classroom clean can also help prevent the spread of disease and maintain student health.

5) Listen carefully when the teacher gives an explanation, this rules conform PP(positively phrased) and AR(acknowledged and rewarded). This rule is very positive impact on students, then in this rule very important thing for students to do. By listening actively, students can understands the lesson material better and obtain accurate information. Apart from that, listening to teachers can also helps students develop the ability to understand and analyze information, as well as improve critical thingking skills.

6) Students must bring dictionary in english class, this rules conform DCS(developed collaboratively with student), PP(positively phrased) and AR(acknowledged and rewarded). This rule positive impact for students, students should bring a dictionary to english lessons because it can help them understand unfamiliar words and phrases. Brings a dictionary students can see the meaning of words they don't know and expand their vocabulary. In this rules teacher give rewards to students who bring a dictionary.

7) Don't sleep in the classroom, this rules conform DCS(developed collaboratively with students), DC(displayed clearly) and AR(acknowledged and rewarded) in this rules it make the Students are prohibited from sleeping in class during class because it can disrupt the learning process and hinder students' academic progress.

By sleeping in class, students can miss important information conveyed by the teacher and cannot understand the lesson material properly. Apart from that, sleeping in class can also give the impression that students have no sense of responsibility and do not appreciate the time and effort given by the teacher.

8) Don't eat in the class during the learning process, this rules conform PP(positively phrased) and DC(displayed clearly) in this rules it make it positive impact for another student

Students are prohibited from eating in class during class time because it can disrupt the learning process and hinder students' academic progress. By eating in class, students can be distracted by the sounds made by food, such as chewing or opening packaging, so they cannot focus on the lesson. Apart from that, eating in class can also make the class dirty and uncomfortable.

9) The students must wear inside cap of the hijab, this rules conform DCS(developed collaboratively with student), PP(positively phrased) and AR(acknoledged and rewarded). This rule is has a positive impact on student so that the cap of the hijab is neat and this rule also make the hair doesn't come out because hair is part of a woman 's private parts

10) Go to class on time, this rules conform SF(short and few) and DC(displayed clearly) in this rules very suitable to make student discipline

Coming to class on time is a very important thing for students to do. By arriving on time, students can start the learning process better and not miss important information provided by the teacher. Apart from that, arriving on time can also show a sense of responsibility and respect for the time given by the teacher.

11) Don't use long nails, this rules conform AA(age apporiate) and DC(displayed clearly)

Students are prohibited from wearing long nails because it can disrupt the learning process and hinder students' academic progress. Apart from that, long nails can also be a source of germs and bacteria that can cause disease. By prohibiting the use of long nails, schools can maintain a healthy and comfortable learning environment for all students.

12) The students must be use short hairs, this rules conform AA(age appropriate)and DC(displayed clearly) in this rules is very age appropriate for student because longs hairs make not neat as a students

13) Student are prohibited for using make up, this rules conform AA(age appropriate) and AR(acknoledged and rewarded) in this rules is very age appropriate because most of the students are teenagers so it forbidden wear makeup

14) Students are prohibited from having tattoos, this rules conform AA(age appropriate) and DC (displayed clearly)

Students are prohibited from wearing tattoos because they can disrupt the learning process and hinder students' academic progress. Apart from that, tattoos can also be considered a form of expression that is not in accordance with the values and norms that apply at school. By prohibiting the use of tattoos, schools can maintain a conducive and comfortable learning environment for all students.

15) Don't play mobilephone during the learning process, this rules conform DCS(developed collaboratively with students), PP(positively phrased), and DC(displayed clearly) in this rules Students it forbidden using mobilephone during class because it can disrupt the learning process and hinder students' academic progress. By using mobilephones, students can be distracted by notifications, messages and social media, so they cannot focus on lessons. Apart from that, using cellphones can also make students lazy and inactive in the learning process.

16) Don't leave the class without permission, this rules are conform DCS(developed collaboratively with student) and DC(displayed clearly) in this rules this includes ettiquette that must be applied by students. By leaving class without permission, students can distrupt the learning process and hinder their academic progress. In addition, leaving class without permission can also show that students have no sense of responsibility and do not appreciate the time and effort given y teacher.

17) It is forbidden to scribble on walls or table, this rules are conform DCS(developed collaboratively with students) and PP(positively phrased)

Students are prohibited from dirtying their desks because it can disrupt the learning process and hinder students' academic progress. Apart from that, dirtying desks can also cause damage to school facilities and make the learning environment uncomfortable. By prohibiting dirtying of desks, schools can maintain a clean and comfortable learning environment for all students.

18) Teacher check the attedance list after finish the lesson , this rules conform SF(short and few), AA(age appropriate), and AR(acknowledged and rewarded)) this rule is presented briefly, this rules also suitable for their age, and this activity aim to ensure that all students are present and ready to learn. By checking attendance list, teacher can display student attendance and identify students who are absent, so that appropriate action can be taken to help these students

19) Students must be polite and kind to the teacher, this rules conform DCS(developed collaboratively with student), PP(positively phrased), and AR(acknowledged and rewarded). This rule is very important thing for students to do. In this rules, students can show respect and appreciate the teacher's role as an educator and guide. In addition being polite also can help create a more positive and

productive learning environment, as well as strengthen the relationship between students and teacher.

20) Use appopriate language this rules conform DCS(developed collaboratively with students), AA(age appropriate), DC(displayed clearly). Using appropriate language is very important in communicating, especially in the school environment. By using appropriate language, students can convey their thoughts and ideas more clearly and effectively. Apart from that, using appropriate language can also show respect and respect for the person you are talking to, thereby strengthening social and emotional relationships.

21) Don't use hair color, this rules conform AA(age appropriate)

Students are prohibited from wearing long hair because it can disrupt the learning process and hinder students' academic progress. Apart from that, long hair can also be a source of disturbance and difficulty in carrying out activities, especially in practical activities or sports. By prohibiting wearing long hair, schools can maintain a conducive and comfortable learning environment for all students.

22) For students who are enable to attend it is expected that they will provide a statement signed by their parent, this rules conform DCS(developed collaboratively with student), and PP(positively phrased). If a student is unable to attend school, parents or guardians are required to inform the school administration as soon as possible. This notification can be made through a phone call,

email, or written note explaining the reason for the absence. Providing timely notification helps the school to update attendance records and make necessary arrangements for the student's missed work. It also enables teachers to provide support and accommodations for the student upon their return to school.

23) Don't talk to another friends when the teacher is explanning, this rules conform DC(displayed clearly) and AR(acknowledged and rewarded). Students are prohibited from talking to friends when the teacher explains because it can disrupt the learning process and hinder students' academic progress. By talking with friends, students can be distracted by the conversation and unable to focus on the teacher's explanation. Apart from that, talking with friends can also disturb the teacher's concentration and make the learning process ineffective.

24) Complete and submit assigment, this rules conform DCS(developed collaboratively with students), PP(positively pharesed) and AR(acknowledged and rewarded). Completing notes on time is a very important thing for students to do. By completing notes on time, students can ensure that they have complete and accurate notes about the lesson material that the teacher has presented. Additionally, completing notes on time can also help students understand the course material better and avoid misunderstandings.

25) Don't smoking this rules conform AA(age appropriate)

Smoking is a hazardous habit that can lead to various serious health issues, such as cancer, heart disease, and lung disease. Therefore, smoking is strictly prohibited in school premises and other public places. By banning smoking, we can safeguard our own health and well-being, as well as that of those around us. Additionally, prohibiting smoking helps reduce air pollution and creates a healthier and more comfortable environment for everyone.

b) Mrs saulina

In Mrs Saulina class the observation was done two times too, in the first obsercation there are:[42]

1) Teacher and students pray doa together before start the lesson, this rules conform AA(age appropriate) and PP(positively phrased) in this rules suitable for their age, praying before start the lesson is avery iimportant and useful activity for stiudents. In this rules positive impact for students, by praying students can ask for protection, guidance and the ability to understand the lesson material that will be presented. Praying also can help students to increase concentration and focus, so that they can gain wider benefits from the learning process

2) Teacher checks the attendance list before start the lesson, this rules conform SF(short and few), AA(age appropriate), and

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[42] Interview with Mrs. Saulina…, at 12.00 pm Wednesday 03 October 2024

AR(acknowledged and rewarded). In this rules delivered clearly with attedance checklist, teacher can ensure that all students have fulfilled their obligation to attend class. This rule suitable for their age this rule can help improve students discipline and responsibility, as well as create a more conductive learning environment. Apart from that, this activity also can help teacher to prepare lesson materials that are appropriate to the number of students attending, so that learning process can run more effectively.

3) Respect other and their property, this rules conform DCS(developed collaboratively with students) and PP(positively phrased) in this rules students can develop a sense of responsibility and awareness of the importance of keeping the surrounding environment clean and tidy. This can also help students to become more disciplined and have respect for the objects owned by the school. In this way, students can become better at looking after and maintaining school property, as well as creating a better learning environment.

4) Teachers ask students about yesterday's lesson, this rules conform DCS(developed collaboratively with student) and AR(acknowledged and rewarded). This rule is very important to communication between teacher and students to find out to extent

students understands the lesson from the te acher and this rule also make the students enthusiam for learning

5) Do not disturb friends who are studying this rules conform DCS(developed collaboratively with students)and DC(displayed clearly). In this rules students can develop better social and emotional skills. Apart from that, not disturbing friends can also help students to get a better impression of their teachers and friends. Thus, students can gain wider benefits in learning and better achieve their academic goals.

6) Do not leave the room without permission, this rules conform DCS (developed collaboratively with students) and DC(displayed clearly). Leaving the classroom without permission, students can show respect and appreciate the rules that apply at school. Apart from that, students can also benefit from the learning process that takes place in class, and can strengthen the relationship between students and teachers. In this way, students can receive a better education and develop better academic skills.

7) Students must be polite and kind to the teacher, this rules conform DCS (developed collaboratively with students), PP(positively phrased), AR (acknowledged and reward). Being polite to teachers, students can gain wider benefits, such as gaining better knowledge and skills, and developing better social and emotional abilities. In addition, being polite can also help students to become more

confident and have a greater sense of responsibility, so they can better achieve their academic and personal goals.

8) Go to the class on time , this rules SF(short and few) and DC(displayed clearly). Coming to class on time, students can gain broader benefits, such as gaining better knowledge and skills, as well as developing better discipline and time abilities. In addition, arriving on time can also help students to become more confident and have a greater sense of responsibility, so they can better achieve their academic and personal goals.

9) Complete and submit assigments on time, this rules conform DCS(developed collaboratively with students), AA(age appropriate), and AR(acknowledged and rewarded). Completing notes on time, students can also develop better organizational and time management skills. In addition, completing notes on time can also help students to become more confident and have a greater sense of responsibility in learning. Thus, students can gain wider benefits in learning and better achieve their academic goals.

10) Use appropriate language, this rules conform DCS(developed collaboratively with students), AA(age appropriate), and DC(displayed clearly). In this rules using appropriate language, students can avoid misunderstandings and unwanted conflicts. Apart from that, using appropriate language can also help students to become more confident and have a greater sense of responsibility

in communicating. In this way, students can gain broader benefits in communicating and achieving their academic and personal goals better.

1) The students must wear inside cap of the hijab, this rules conform PP(potisively phrased) and DC(displayed clearly) wearing the hijab, students can also strengthen their identity as Muslims and gain deeper spiritual benefits. Apart from that, wearing a inside cap of the hijab can also help students to become more disciplined and have a greater sense of responsibility in maintaining religious and moral values. In this way, students can gain wider benefits in living a better and more meaningful life.

2) Students are prohibited for using make up, this rules conform AA(age appropriate) and AR(acknowledged and rewarded). students can show respect and appreciate the rules that apply at school, in this rules make up not suitable for her age . Apart from that, not using make up can also help students to focus on the learning process and develop their academic abilities. Thus, students can gain wider benefits in learning and better achieve their academic goals.

3) Students must wear a uniform neatly according to school regulation this rules conform DCS(developed collaboratively with students), AA(age appropriate), and PP(positively phrased)

By wearing clothes according to school rules, students can also show a greater sense of discipline and responsibility. Apart from that, wearing appropriate clothing can also help students to get a better impression from their teachers and friends. Thus, students can gain wider benefits in learning and better achieve their academic goals.

4) Don't sleep in the classroom, this rules conform DCS(developed collaboratively with students), DC(displayed clearly), and AR(acknowledged and rewarded)

By not sleeping in class, students can gain broader benefits in learning and achieving their academic goals. Students can understand subject matter better, obtain important information, and develop their academic abilities. Apart from that, not sleeping in class can also help students get a better impression of their teachers and friends, as well as increase their self-confidence and motivation to learn.

5) Don't fighting with friends this rules conform SF(sort and few), AA(age appropriate), DC(displayed clearly)

By not fighting, students can show a sense of responsibility and respect the rules that apply at school. Apart from that, not fighting can also help students to get a better impression from their teachers and friends, and can increase students' self-confidence and social

skills. Thus, students can gain wider benefits in learning and better achieve their academic goals.

6) Prohibited from carriying sharp weapons this rules conform SF(short and few), AA(age appropriate), DC(displayed clearly)

By not bringing sharp tools to school, students can gain broader benefits in learning and interacting with their friends. Students can feel safer and more comfortable at school, and can focus on the learning process and develop their academic abilities. In addition, not carrying sharp tools can also help students to gain a better impression from their teachers and friends, and can increase students' self-confidence and ability to learn more effectively.

7) Don't play mobilephone during the learning process, this rules conform DCS(developed collaboratively with students), PP(positively phrased) and DC(displayed clearly)

By not using cellphones during class, students can gain wider benefits in learning. Students can focus on lessons, understand the material better, and improve their academic abilities. Apart from that, not using cell phones can also help students to get a better impression from their teachers and friends, and can increase students' self-confidence and ability to learn more effectively.

8) Students must bring dictionary, this rules conform DCS(developed collaboratively with students), PP(positively phrased), and AR(acknowledged and rewarded)

By bringing a dictionary, students can gain wider benefits in learning English. They can improve their speaking, writing and understand English better. Apart from that, bringing a dictionary can also help students to become more independent and active in the learning process, and can increase students' self-confidence and ability to communicate in English.

9) For students wo are enable to attend it is expected that they will provide a statement signed by their parent, this rules conform DCS (developed collaboratively with students) and PP (positively phrased)

By providing clear and timely information, students can also show a sense of responsibility and respect the rules that apply at school. Apart from that, providing clear information can also help the school to monitor student attendance and obtain accurate information about student activities. In this way, students can gain wider benefits in maintaining good relationships with the school and improving their academic performance.

10) Not truancy allowed DCS(developed collaboratively with students)

By not missing lessons, students can show respect and appreciate the learning process that takes place at school. Apart from that, not missing lessons can also help students to gain better knowledge and skills, and can improve their academic performance. Thus, students

can gain wider benefits in learning and better achieve their academic goals.

3. Reasons for using rules in classroom management

    a) In Mr. Arif class there are twenty five reasons for using rules[43]

        1) Teacher and students pray doa and read surah together before start the lesson

            Teacher makes this rules because of praying before start the lesson is a way to express gratitude for the opportunity to learn and gain knowledge, also prayer is a way to ask for protection and guidance from good in the learning process, then prayer can also help reduce stress and axiety that students may feel before starting lessons.

        2) Student must wear a uniform neatly according to school regulation

            Teacher make this rules because wearing school clothing that complies with the rules shows that students respect the school's identity and want to be part of the school community. Wearing school clothes that comply with the rules helps students increase discipline and responsibility in participating in the learning process

        3) Respect other and their property

            Teachers make this rules because it is important to develop social skills and empathy in students. By respecting other people, students can build positive and harmonious relationships with

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[43] Interview with Mr. Arif…, at 10.00 am Tuesday 01 October 2024

friends, teachers and the surrounding community. Respecting others can also help students understand and appreciate individual differences, as well as develop an awareness of the importance of cooperation and tolerance. In this way, students can become better, more caring, and more responsible individuals in society.

4) Dispose of rubbish in the right place and keep the classroom clean

Teachers tell students to clean the classroom and maintain cleanliness because of the importance of maintaining a healthy and comfortable learning environment. By cleaning the classroom, students can avoid the spread of disease and germs that can disrupt the learning process. In addition, keeping the classroom clean can also help students develop social skills and responsibility, as well as increase awareness of the importance of maintaining cleanliness and tidiness. Thus, students can learn more comfortably and effectively.

5) Listen carefully when the teacher gives an explanation

Teacher makes this rules because listening to the lesson can help students develop skill in listening, understanding and analyzing information. Listening to the lesson given by teachers can also help students understand the concept and the material presented so that they can process information better.

6) Students must bring dictionary in english class

Teacher makes this rules because bring dictionary can help students improve vocabulary and understand the meaning of unfamiliar words. Also dictionaries can help students improve their writing skills, especially in terms of using the right words

7) Don't sleep in the classroom

Teacher make this rules because sleeping can disrupt the learning process and reduce students' ability to understand the material being taught. Sleeping in class can also give the impression that students are not interested in the material being taught and have no motivation to learn. In addition, sleeping in class can deprive students of the opportunity to acquire important knowledge and skills, and can affect their academic performance. Therefore, teachers prohibit students from sleeping in class to ensure that students remain focused and gain maximum benefit from the learning process.

8) Don't eat in the class during the learning proces

Teacher make this rules because eating in class during the learning process can disrupt the learning process and create a classroom atmosphere that is not conducive. Eating in class can cause chaos, such as food waste, the sound of snacking, and the smell of food which can disturb the concentration of other students. Apart from that, eating in class can also make students not pay

attention to the teacher's explanations and not be able to follow the learning process properly. By prohibiting students from eating in class, teachers can help students stay focused and understand the material better, as well as maintain cleanliness and order in the classroom.

9) The students must wear inside cap of the hijab

Teacher use this rules because wearing a cap of the hijab can help students increase moral awareness and understand the importance of dressing modestly and wearing a cap of the hijab can help reduce unwanted distractions and create a calmer learning atmosphere

10) Go to class on time

Teacher make this rukles because coming to class on time shows that students respect the learning process and do not want to miss important material. Coming to class on time helps teachers monitor student progress and provide more effective feedback

11) Don't use long nails

Teacher make this rules because use of long nails is not permitted in schools for several reasons. First, long nails can become a breeding ground for germs and bacteria that can cause disease. Second, long nails can also cause injury to yourself or others, especially when doing physical activities. Apart from that, long nails can also be a distraction in the learning process and

disturb students' concentration. Therefore, students are expected to trim their nails regularly and keep their nails clean.

12) The students must be use short hairs

Teacher make this rules because prohibiting students from having long hair helps students raise awareness of the importance of respecting school rules and avoiding distractions. Long hair can be a distraction to the learning process, especially if the hair interferes with vision and hearing.

13) Student are prohibited for using make up

Teacher make this rules because Prohibiting the use of make-up at school helps increase students' discipline and responsibility in following school rules. School is a place to learn, not a place to show physical appearance. Using make up can disrupt the learning atmosphere and make students focus more on appearance than studying

14) Students are prohibited from having tattoos

Teacher use this rules because tattoos are considered incompatible with the school environment which must be kept neat and clean. Tattoos can also be a distraction to the learning process, especially if they attract unwanted attention, tattoos can be a breeding ground for germs and bacteria, so it is prohibited to use tattoos to help improve student hygiene. Prohibiting the use of

tattoos also increases discipline and responsibility in following school regulations.

15) Don't play mobilephone during the learning process

Teacher makes this rules because using mobilephone can disturb students' concentration and make them not focus on the lesson so that students do not know about the lessons given by the teacher

16) Don't leave the class without permission

Teacher make this rules because leaving class with permission first shows that students respect the learning process and do not want to disturb the class. Excusing yourself from class helps students develop social skills and understand the importance of interacting with others politely

17) It is forbidden to scribble on walls or table

Teachers make this rules because of the importance of keeping the learning environment clean and tidy. A dirty table can become a breeding ground for germs and bacteria, which can cause disease and health problems. Apart from that, dirty desks can also disturb students' concentration and make them uncomfortable while studying. By prohibiting students from dirtying their desks, teachers can help keep the classroom clean and tidy, and create a healthy and comfortable learning environment for all students.

18) Teacher check the attedance list after finish the lesson

Teacher make this rules because checking attendance teachers can identify absent students and find out about their absence. Checking attendance also helps teachers organize the learning process so that all students get an equal opportunity to learn

19) Students must be polite and kind to the teacher

Teacher make this rules because teachers are the authorities in the classroom, and students must respect them as a form of appreciation for their role in helping students learn and teaching students to be polite towards teachers can help develop good character, such as patience, discipline and responsibility.

20) Use appropriate language

Teachers make this rules because it is important to develop effective and polite communication skills. By using appropriate language, students can convey their thoughts and ideas clearly and avoid misunderstandings. In addition, using appropriate language can also help students develop awareness of the importance of communicating politely and respecting others. In this way, students can improve their communication skills and become more confident in interacting with other people, both at school and in society.

21) Don't use hair color

Teacher make this rules because prohibiting hair coloring helps students increase discipline and responsibility in following school rules. Coloring your hair can help reduce the risk of conflict and coloring your hair can cause damage to your hair and scalp.

22) For students who are enable to attend it is expected that they will provide a statement signed by their parent

Teacher make this rules because providing information when absent from class shows that students respect the learning process and do not want to miss important lessons and providing information when absent from class helps students increase social awareness and understand the importance of communicating with others

23) Don't talk to another friends when the teacher is explanning

Teacher make this rules because it can disrupt the learning process and reduce students' ability to understand the material being taught. when students talk to friends, they can lose focus and not pay attention to the teacher's explanation. so they cannot understand the material well. Apart from that, talking with friends can also disturb the concentration of other students and make the classroom atmosphere not conducive to learning. By prohibiting students from talking to friends when the teacher explains, teachers can help students stay focused and understand the material well

24) Complete and submit assigment

Teacher make this rules because completing notes helps students understand the material better and improves retention of information. Completing notes helps students prepare for exams and improve their ability to answer questions and get extra marks from the teacher

25) Don't smoking

Teacher make this rules because smoking can endanger students' health and disrupt the learning process. Smoking can cause various diseases, such as cancer, heart and lung cancer, and can reduce a student's ability to learn and concentrate. Apart from that, smoking can also set a bad example for other students and disrupt the school environment which should be free from cigarette smoke. By prohibiting students from smoking, teachers can help maintain student health and safety, as well as create a healthy and comfortable school environment for all students.

b) In Mrs. Saulina class there are twenty components rules[44]

1) Teacher and students pray doa together before start the lesson

Teacher makes this rules because of prayer before start the lesson can help develop spiritual awareness and strenght the relationship with God, prayer can help increase students concentration and motivation in starting lessons then prayer before

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[44] Interview with Mrs. Saulina…, at 12.00 pm Wednesday 03 October 2024

starting lessons also can help increase students discipline and obedience in following the learning process.

2) Teacher checks the attendance list before start the lesson

Teacher makes this rules because checking student attendance helps teachers monitor whether students are present or not, and can also help develop student responsibility so students are more responsible for their attendance

3) Respect other and their property

Teacher makes this rules because respecting others helps increase harmony in the classsroom and creates a comfortable learning environment and caring for our own helps increase our sense of responsibility so that we can take good care of the things around us

4) Teachers ask students about yesterday's lesson

Teacher make this rules because to ensure that students have understood and remembered the material that has been taught. By doing this, teachers can find out how well students have understood the concepts that have been taught and can adjust subsequent teaching to strengthen students' understanding. Apart from that, asking about previous lessons can also help students to recall material that has been taught and prepare them to learn new material. In this way teachers can help students achieve learning goals more effectively

5) Do not distrub friends who are studying

Teacher make this rules because disturbing friends who are studying can hinder the learning process and disrupt their concentration. Disturbing friends who are studying helps students develop social skills and understand the importance of interacting with others politely.

6) Do not leave the room without permission

Teacher make this rules because having class with permission first helps students increase discipline and responsibility in following the learning process. Excuse me from class first to help the teacher supervise and monitor student activities outside the classroom

7) Students must be polite and kind to the teacher

Teachers make this rules because it is important to develop social skills and empathy in students. By being kind and polite, students can show respect and appreciate the teacher's role as an educator and guide. Apart from that, being kind and polite can also help students build positive relationships with teachers, thereby creating a comfortable and effective learning environment. In this way, students can get maximum benefits from the learning process and develop good social skills.

8) Go to the class on time

Teacher make this rules because coming to class on time helps students increase discipline and responsibility in following the learning process. Coming to class on time helps students develop effective and efficient time management skills

9) Complete and submit assigments on time

Teacher make this rules because completing notes can increase students' learning motivation and make them more interested in the material being studied. completing notes can help students develop critical and analytical thinking skills.

10) Use appropriate language

Teacher make this rules because the importance of developing effective and polite communication skills. By using appropriate language, students can convey their thoughts and ideas clearly and avoid misunderstandings. Apart from that, using appropriate language can also help students develop awareness of the importance of communicating politely and respecting others. Thus, students can improve their communication skills and become more confident in interacting with others

11) The students must wear inside cap of the hijab

Teacher use this rules because wearing a cap of the hijab is an Islamic religious value that teaches children the importance of covering their private parts. Using inside cap of the hijab can also

help students develop good character, such as patience, discipline and responsibility.

12) Students are prohibited for using make up

Teacher make this rules because wearing make-up to school helps students increase awareness of the importance of respecting school rules and avoiding distractions. Using make up can cause unwanted disturbances such as unwanted attention from friends and make up is also not suitable for teenagers like them.

13) Students must wear a uniform neatly according to school regulation

Teachers make this rules because of the importance of maintaining discipline and uniformity in the school environment. By wearing appropriate clothing, students can show respect and respect school rules. Apart from that, wearing appropriate clothing can also help students feel more comfortable and focused on studying, as well as avoid distractions and distractions that can be caused by inappropriate clothing. In this way, students can gain maximum benefit from the learning process and develop discipline and awareness of the importance of following the rules.

14) Don't sleep in the classroom

Teacher make this rules because it can disrupt the learning process and reduce students' ability to understand the material being taught. when students sleep, they cannot pay attention to the teacher's explanations and cannot follow the learning process well.

Apart from that, sleeping in class can also give the impression that students are not interested in the material being taught and have no motivation to learn. By prohibiting students from sleeping in class, teachers can help students stay focused and understand the material better, as well as increase student motivation and involvement in the learning process.

15) Don't fighting with friends

Teacher make this rules because it can cause physical and emotional injury, as well as disrupt a safe and comfortable learning environment. Fighting can also cause conflict and misunderstanding between students, and can affect students' social and emotional relationships. Apart from that, fighting can also show that students do not yet have the ability to resolve conflicts in a peaceful and constructive way. By prohibiting students from fighting, teachers can help students develop good social and emotional skills, as well as create a safe and comfortable learning environment for all students.

16) Prohibited from carriying sharp weapons

Teacher make this rule bacause bringing sharp objects to school to maintain the safety and security of students and the school environment. Sharp objects can cause unwanted injuries or accidents, both for the students themselves and for other students. Apart from that, bringing sharp objects to school can also cause fear

and discomfort for other students, which can disrupt the learning process. By prohibiting students from bringing sharp objects to school, teachers can help maintain a safe and comfortable school environment for all students.

17) Don't play mobilephone during the learning process

Teacher make this rules because using mobilephone can obstruct students' learning process and prevent them from understanding the material well. Using mobilephone also can reduce student productivity so that they are unable to complete assignments effectively.

18) Students must bring dictionary

Teacher make this rules because bring a dictionary can help students improve discipline and responsibility. Dictionaries can also help students increase vocabulary and understand the meaning of unfamiliar words so students can do things more easily

19) For students wo are enable to attend it is expected that they will provide a statement signed by their parent

Teacher make this rules because of the importance of maintaining effective and transparent communication between students, teachers and the school. By providing an absence statement, students can explain the reason for their absence and allow the teacher to understand the situation. Apart from that, absence information can also help teachers to monitor student

attendance and identify potential problems that may affect student attendance. In this way, teachers can provide appropriate support and ensure that students do not miss important learning material.

20) Not truancy allowed

Teacher make this rules because it can disrupt the learning process and hinder students' academic development. Missing lessons can cause students to miss opportunities to gain important knowledge and skills, and can affect students' academic performance. Apart from that, skipping lessons can also give the impression that students have no responsibility and do not value learning opportunities. By prohibiting students from missing lessons, teachers can help students understand the importance of attending lessons and develop discipline and responsibility in learning.

B. Discussion

Based on data description above that the data collected from all teachers of the eighth garde they are Mr. Arif and Mrs. Saulina as the subject of this research. The research founds various types of rules that the both of teacher applied in teaching English. Types rules of classroom management are very important, in this case in teaching English it would make students and teachers comfortable and effective in english teaching and learning process. So that it created interactive learning activities.

As this research presented above, there several known component of rules in classroom management that both of teacher used in teaching English. Those components were : collaboratively with students, short and few, age appropriate, positively phrased, acknowledged and rewarded.

In the implementation of teacher class management Teachers at MTs Muhammadiyah 22 Padangsidimpuan have done some class management including: paying attention to the classroom conditions, making rules in learning, motivating students and establishing closeness with students with the aim of teaching and learning activities can achieve their goals well. When teaching aids are lacking in learning the teacher maneuvers them with other media and uses strategies and methods that can make students active and interested in learning.

Teachers routinely conduct evaluations to maximize the achievement of classroom management that can motivate students to be more active in learning, especially in learning English. In addition, the school principal also routinely supervises the management of this class, both daily and periodic supervision. After completing supervision, the headmaster usually provides directives and input for future improvements to maximize the results of teaching and learning English. After being given direction and input the teachers are also still guided to be able to carry out the functions of the classroom management effectively and efficiently. [45]The result of this research

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[45] Tracey Garret, Effective Classroom Management the essentials (New York : Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027, 2014). P.3

are supported by Garret who reports that classroom management can be considered in five categories, of which behavior management and discipline is only one, the other four categories reffering to the physical design of classroom, rules and routines, the relevance of relationship and the importance of enganging and motivatin instruction. This result show the classroom management in view rules and routines and instruction are informed by an in turn impact the relationship between students and teacher, thus there is a certain overlap amongst these four categories, however, what become evidence from Garret's description of the categories is that for classroom management to be effective a teacher can and should be proactive in organizing students' learning.

In Rinda and Indrastana research, they reveals that there are some components of classroom management such: teacher talk defines as teacher language use in the classroom, teacher talking time in this research is the talking ratio produced by the teacher compare to students'talking time, voice management means the teacher's capability to adjust the voice used by the teacher, physical presence that refers to the teacher's position while the teacher is teaching in the classroom, and seating arrangement in this reserach is how the teacher organizes the students' sit.[46] So the components of classroom management have some differences from the components and the crucial dominant of component classroom management is teacher talk where teacher talk is used as a tool to communicate it, for example when the teacher wants to

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[46] Renata Kenanga Rinda and Nodistya Septian Indrastana, "The Crucial Elements of Classroom Management," *Journal of English in Academic and Profesional Communication* 6, no. 2 (2020): 2, https://publikasi.polije.ac.id/index.php/jeapco/article/view/2389/pdf. p.2

give instruction, cultivate intelectual capability, and manage the activity in the classroom. So that this component is the crucial point of the research.When in this research, crucial dominant is discipline. With using discipline as one of the component in classroom management can help teacher to make student more organized in the learning. So that discipline make the class becomes peaceful and comfortable.

In Megawati's research, she reveals that there are three components of classroom management: a physical environment in this research showed that the teacher had created a physical environment by providing classrooms that are clean, cool, and bright, and arranged the students' seats based on the classroom activities. a psycho-social environment means the teacher made the rules of classroom, maintained good interactions, spoke clearly and sounds, guided and gave models assignment, moved between students' seats, made several attempts to motivate students and provided reinforcement and feedback as well, in addition, the teacher monitoring classroom activities so that students more actively in the classroom.[47] In this research which analyzed five components of classroom management. They are physical design of the classroom, rule and routine, relationship, engaging and motivation instruction, and then discipline. The differences between Megawati's research lies in the terms, but the aims and objectives remain the same, namely to make the class active and conducive so that the learning objectives can be achieved.

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[47] Ida Megawati, "Teacher ' s Strategies of Managing Classroom and Students ' Response : A Case Study," *Elementry Education Online* 19, no. 2 (2020): 21, https://doi.org/10.17051/ilkonline.2020.02.103.

C. Checking Trustworthiness

According to Denzin in Nugrahani there were some types of trigulations, which were:

1. Time Triagulation

    In source triangulation, the researcher used many sources or participants to get the accuracy of data.

2. Theoretical triagulation

    Theoretical triangulatio means the researcher compared the data finding with the perspective theory that is relevant.

3. Investigator triagulation

    Investigator triangulation means a technique that used more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of can be increased.

4. Methodological triangulation

    methodological triangulation is using the same method on different occasions or different methods on the same object of the study.[48]

    In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect the data. Methodological was a type of triangulation that was used more than

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[48] Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*.hlm. 115.

one technique to collect the data for getting same data. It was used to get valid data and verify the data from the field.

The methodological triangulation started with interview and observation. The first step was interview the informant. The informant was the teachers. In this section, the researcher conducted interview with two teachers who taught at the VIII grade and record the information from them. The recorders were used to make transcripts. Then, the next step was observation, the researcher conducted observation in two classes taught by both teachers and made a note about all the activity that happened in that classes. After it, the researcher comparing both field notes and the transcripts got the valid data.

D. Limitation of the research

This research has been carried out by researchers in accordance with the steps in such way as to obtain the best possible results. These steps were taken to obtain objective and methodical research results; however, a lack of research made it more difficult to obtain superior results. However, researcher was trying to preserve the findings obtained. Based on the findings of observations and interviews with the researcher. The components of classroom rules used by English teachers at MTs Muhammadiyah 22 Padangsidimpuan as follows: developed collaboratively with students, short and few, age appropriate, positively phrased, displayed clearly, and acknowledge and rewarded.

The weaknesses of this study were: time constraints, the English teachers were interviewed by the researcher in a short time. Other activities, costs, competencies, and insights of researcher were other teacher weakness. Even though, there were many problems, the researcher was tried to do the best she could, so the researcher worked together with the supervisor to corrected some of the deficiencies that weaken the significance of the research

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher elaborates the summary of this research. The conclusion of this research was drawn based on the data findings and discussion gathered from the answer of research question. It is divided in two parts:

A.   Conclusion

Based on the result of the research, the conclusions of this research are:

1. The rules of classroom management made by teacher

   There are five components of classroom rules that used English teacher of Mts Muhammadiyah 22 Padangsidimpuan. They are: developed collaboratively with students, short and few, age appropriate, positively phrased, displayed clearly, acknowledged and rewarded

2. The reason of using component of classroom rules in teaching English at MTs Muhammadiyah 22 Padangsidimpuan

   a. Developed collaboratively with student can makes the process ensures a shared understanding and encouranges a sense of fairness and accountability. This helps students to gain a better understanding of rules

   b. Short and Few can makes students understand what is expected of them and the rule clearly states what they need to do.

   c. Age appropriate can makes students rule more effective and they may sttruggle to learn the appropriate skill

d. Positively phrased can makes students to shows what they have to do meet the rule

e. Displayed clearly can makes student to see an effective way to do use visual support placed.

f. Acknowledge and rewarded can makes student spirit to follow classroom rules.

B. Implications

Based on the result of the research, the implications of the research are:

1. Based on the research result above the teacher plays an important rules in learning process so that it makes the students will be affective in teaching and learning process in the classroom.

2. Teacher must continue to apply the component of rules in the learning process so the learning objective can be achieved

3. Classroom rules really supports the learning process. If this classroom rules to be developed it will efficient class.

C. Sugesstion

As the end of the writing of this thesis, by basing the research on the researcher doing, the researcher wants to provide suggestions that may be input material, among others as follows:

1. Classroom rules conducted by English teacher who has been applying teacher in the future increasingly improved and motivating, which in its application will be found various obstacles that must be faced.

2. For the students

   This is expected to further increase awareness of each student to be able to leran actively and correctly according to the teacher's guidance or direction. They also have responsibilities to play an acctive role so that the education process can run effectively as expected.

3. For other researchers

   This research provides inspirations to carry out an educational activity. The researcher realized that the outcomes of this research were not flawless as a result, in order to acquire a more ideal research outcome, this research must be improved for future researchers.

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APPENDIX : PHOTOGRAPS

1. Interview With Mrs. Saulina

2. Interview with Mr. Arif

3. OBSERVATION

CURRICULUM VITAE

I.   **Identity**
1. Name   : Nurmala Sari Nasution
2. Reg. Number   : 18 203 00027
3. Gender   : Female
4. Place / Birth   : Gunung Kelambu/ March, 31,2000
5. Child   : 3
6. Nationality   : Indonesia
7. Status   : Not Married
8. Religion   : Islam
9. Address   : Jl. Pendidikan, Gunungkelambu, Kecamatan
   Badiri,

   Kabupaten Tapanuli Tengah
10. Phone Number   : 0822-9411-1056
11. Email Addresses   : nurmalasarinasution72@gmail.com

II.   Parents
1. Father
   Name   : Alm. Alwi Hasan Nasution, S.Pd
   Job   : Teacher

2. Mother
   Name   : Rosnawati
   Job   : Pedagang

III.   Educational Background
1. Elementary School   : SD Negeri 157622 Gunung Kelambu
2. Junior High School   : SMP Negeri 1 Badiri
3. Senior High School   : MAN Pandan
4. University   : UIN Syekh Ali Hasan Ahmad Addary
                                             Padangsidimpuan

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Lampiran   : -

Hal   : Izin Penelitian
                 Penyelesaian Skripsi

Yth. Kepala MTs Muhammadiyah 22 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Nurmala Sari Nasution

NIM   : 1820300027

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Jl. Pendidikan Gunung Kelambu

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **An Analysis of Classroom Management (Rules) in English Teaching and Learning Procces at VIII Grade Students of MTs Muhammadiyah 22 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Yulianti Syafrida Siregar, S.Psi, M.A
NIP. 19800224 200604 2 001

SURAT KETERANGAN PENELITIAN
Nomor : 124 / KET / III.4 / F / 10 / 2024

Yang bertanda tangan dibawah ini   :
    Nama   :   **AFIFUL HAKIM SIREGAR, S.Pd**
    NIP   :   -
    Jabatan   :   Kepala Madrasah
    Unit Kerja   :   MTs. Muhammadiyah 22 Padangsidimpuan
    Alamat Madrasah   :   Jl. Arif Rahman Hakim No.3 Padangsidimpuan

Menerangkan bahwa :

    Nama   :   **NURMALA SARI NASUTION**
    NIM   :   1820300027
    Program Studi   :   Tadris Bahasa Inggris
    Alamat   :   Jl. Pendidikan Gunung Kelambu

Adalah benar telah melaksanakan penelitian di MTs. Muhammadiyah 22 Padangsidimpuan mulai dari tanggal 24 September 2024 s/d 01 Oktober 2024 dengan judul :

"An Analysis of Classroom Management (Rules) in English Teaching and Learning Procces at VIII Grade Students of MTs. Muhammadiyah 22 Padangsidimpuan."

Demikian surat keterangan ini diperbuat agar dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 04 Oktober 2024
Kepala Madrasah

AFIFUL HAKIM SIREGAR, S.Pd
NIP.