

**ENGLISH TEACHERS' CLASSROOM MANAGEMENT
AT THE EIGHTH GRADE STUDENTS OF SMP
ISLAM TERPADU DARUL HASAN
PADANGSIDIMPUAN**



A Thesis

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

Written By:

ADE PARATIWI

Reg. Num. 17.203.00024

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN.**

2023

**ENGLISH TEACHERS' CLASSROOM MANAGEMENT
AT THE EIGHTH GRADE STUDENTS OF SMP
ISLAM TERPADU DARUL HASAN
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 Islamic Education (S.Pd)
in English Department

Written By:

ADE PARATIWI
Reg. No. 17 203 00024

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING
FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

**ENGLISH TEACHERS' CLASSROOM MANAGEMENT
AT THE EIGHTH GRADE STUDENTS OF SMP
ISLAM TERPADU DARUL HASAN
PADANGSIDIMPUAN**



A Thesis

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

Written By:

ADE PARATIWI
Reg. Num. 17 203 00024



ADVISOR I



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

ADVISOR II



Sri Rahmadharji Siregar, M.Pd.
NIP. 2006058602

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER AGREEMENT

Term : Munaqosyah
a.n. **Ade Paratiwi**

Padangsidimpuan, 14 Agustus 2023
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ade Paratiwi**, entitled "*English Teachers' Classroom Management at the Eighth Grade Students of SMP Islam Terpadu Darul Hasan Padangsidimpuan*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syeikh Ali Hasan Ahmad addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syeikh Ali Hasan Ahmad addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Ade Paratiwi
Reg. Number : 17 203 00024
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis : **English Teachers' Classroom Management at the Eighth Grade Students of SMP Islam Terpadu Darul Hasan Padangsidempuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Addary Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Addary Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, 26 July 2023

Declaration Maker



Ade Paratiwi

Reg. Number 17 203 00024

PUBLICATION APPROVAL STATMENT

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Ade Paratiwi
Registration Number : 17 203 00024
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the state institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled **“English Teahers’ Classroom Management at the Eighth Grade Students of SMP Islam Terpadu Darul Hasan Padangsidimpuan”** .With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University of Syekh Ali Hasan Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 26 July 2023

Signed



Ade Paratiwi
Reg. Number 17 203 00024

**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Ade Paratiwi
Registration Number : 17 203 00024
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Title of Thesis : **ENGLISH TEACHERS' CLASSROOM
MANAGEMENT AT THE EIGHTH GRADE
STUDENTS OF SMP ISLAM TERPADU DARUL
HASAN PADANGSIDIMPUAN**

Chief,



Dr. Lis Yulianti Syafrida, S.Psi, M.A.
NIP 19801224 200604 2 001

Secretary,



Rayendriani Fahmei Lubis, M.Ag.
NIP 19710510 200003 2 001

Members,



Dr. Lis Yulianti Syafrida, S.Psi, M.A.
NIP 19801224 200604 2 001



Rayendriani Fahmei Lubis, M.Ag.
NIP 19710510 200003 2 001



Dr. Fitriadi Lubis, M.Pd.
NIP 19620917 199203 1 002



Sri Rahmadhani Siregar, M.Pd
NIDN 2006058602

Proposed:

Place : Padangsidempuan
Date : february, 17th2023
Time : 08.30 WIB until finish
Result/Mark : 81.25 (A)
IPK : 3.79
Predicate : Pujian



RELIGION MINISTRY INDONESIAN REPUBLIC

UIN SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

TARBIYAH AND TEACHER TRAINING FACULTY

**Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang
22733 Padangsidempuan**

LEGALIZATION

**Thesis : English Teachers' Classroom Management
at the Eighth Grade Students of SMP Islam
Terpadu Darul Hasan Padangsidempuan**

Written By : Ade Paratiwi

Reg. No : 17 203 00024

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)



Padangsidempuan, 20 January 2023
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP 19720920 200003 2 002

Name : Ade Paratiwi
Reg. No :1720300024
Faculty : Tarbiyah and Teacher Training Faculty
Study Program : English Education (TBI 1)
Title of Thesis : English Teachers' Classroom Management at The
Eighth Grade Students of SMP Islam Terpadu Darul
Hasan Padangsidimpuan

ABSTRACT

This research discussed about English teachers' classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidimpuan. Classroom management is one of the keys to success in teaching and learning activities conducted in the classroom. The good designed of classroom management by teachers gave a positive effect on students learning outcomes. This research had three formulation of the problem, the were components of classroom management that teacher used in teaching English, the teachers' reasons for using component of classroom management in teaching English, and implementation the component of classroom management in teaching English at the eighth grade of SMP Islam Terpadu Darul Hasan Padangsidimpuan. The purposes of this research were to describe the components of classroom management that used by English teachers in teaching English, to describe the teachers' reasons for using component of classroom management in teaching English, and describe implementation the components of classroom management in teaching English. This research used qualitative descriptive method. The researcher subjects were two English teachers of the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidimpuan. The object of the research was English teachers' classroom management. The data collection of this research was observation and interview. The technique of data analysis used data reduction, data display, and conclusion drawing. The research findings showed that: 1) There were various components that teacher used in classroom management: physical design of classroom, rules and routines, relationship, engaging and motivating instruction, and discipline. Those components were very supportive and appropriate in classroom management. 2)the teachers' reasons for using components of classroom management they were: because it could help teacher to created good classroom atmosphere, it could make students more active in learning, and made learning interesting and fun.3) The implementation of classroom management such as: seating arrangement, teacher checked attendance list of students, checked students learning equipment, giving instruction and motivation to students.

Key words: Components, Classroom, Management, Implementation and Reasons.

Name : Ade Paratiwi
Reg. No : 1720300024
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI-1)
Title of Thesis : **Pengelolaan Ruang Kelas Guru Bahasa Inggris
Di Kelas Delapan Siswa SMP Islam Terpadu Darul
Hasan Padangsidimpuan**

ABSTRAK

Penelitian ini membahas tentang pengelolaan ruang kelas oleh guru bahasa Inggris pada siswa kelas delapan SMP Islam Trpadu Darul Hasan Padangsidimpuan. Manajemen kelas merupakan salah satu kunci keberhasilan dalam proses kegiatan belajar mengajar yang dilakukan di dalam ruang kelas. Manajemen kelas yang dibuat dengan baik oleh guru memberikam efek positif pada hasil belajar siswa. Penelitian ini memiliki tiga rumusan masalah, yaitu komponen apa saja yang digunakan guru dalam mengatur ruang kelas, alasan guru menggunakan komponen pengaturan ruang kelas dalam mengajar bahasa Inggris, dan bagaimana penerapan komponen pengolahan kelas tersebut. Tujuan penelitian ini adalah mendeskripsikan komponen pengaturan ruang kelas yang digunakan oleh guru dalam mengajar bahasa Inggris, mendeskripsikan alasan guru menggunakan komponen tersebut dalam mengajar bahasa Inggris, dan mendeskripsikan pengimplementasian komponen pengaturan ruang kelas dalam mengajar bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. subjek penelitian Ini adalah dua guru bahasa Inggris kelas delapan SMP Islam Terpadu Darul Hasan padangsidimpuan. Objek penelitiannya adalah pengaturan ruang kelas dalam mengajar bahasa Inggris. Pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Ada berbagai komponen yang digunakan guru dalam mengajar bahasa Inggris, seperti: mendesain tampilan ruang kelas, peraturan dan rutinitas, hubungan, instruksi yang menarik dan memotivasi, dan disiplin. Komponen-komponen itu sangat mendukung dan sesuai dalam pengaturan ruang kelas. 2) Alasan guru menggunakan komponen pengolahan kelas adalah: karena itu dapat membantu guru untuk menciptakan suasana kelas yang baik, dapat membuat siswa lebih aktif lagi dalam belajar, dan membuat pembelajaran menjadi menarik dan menyenangkan. 3) penerapan pengelolaan kelas yaitu seperti: pengaturan tempat duduk , guru mengecek kehadiran siswa, mengecek perlemgkapan belajar siswa, memberikan instruksi dan motivasi kepada siswa.

Kata kunci: Komponen , Ruang Kelas, Pengelolaan, Penerapan dan Alasan.

لاسم : أدي فراتيوي

رقم التسجيل : ١٧٢٠٣٠٠٠٢٤

الكلية : التربية وتدريب المعلمين

قسم: إدريس الإنجليزية

عنوان الرسالة : الإدارة الصفية مدرس لغة انجليزية في الصف الثامن ، طلاب المدرسة المتوسطة الحكومية المتكاملة بادانج سيدمفوان

تجريد

تحتوي هذه الدراسة على ثلاث صيغ للمشكلات ، وهي المكونات التي يستخدمها المعلمون في إدارة الفصول الدراسية ، وأسباب استخدام المعلمين لمكونات ترتيب الفصل الدراسي في تدريس اللغة الإنجليزية، وكيفية تنفيذ مكونات المعالجة الخاصة بهذه الفئة. الغرض من هذه الدراسة هو وصف مكونات إعدادات الفصول الدراسية التي يستخدمها المعلمون في تدريس اللغة الإنجليزية ، وصف سبب استخدام المعلمين لهذه المكونات في تدريس اللغة الإنجليزية ، ووصف تنفيذ مكونات الفصل الدراسي في تدريس اللغة الإنجليزية. استخدمت هذه الدراسة المنهج الوصفي النوعي، وكان موضوع هذه الدراسة معلمين للغة الإنجليزية للصف الثامن المدرسة المتوسطة الحكومية دار الحسن الإسلامية الإعدادية المتكاملة بادانج سيدمفوان ، الهدف من بحثه هو ترتيب الفصول الدراسية في تدريس اللغة الإنجليزية. جمع البيانات في هذه الدراسة كان الملاحظة والمقابلات. تقنيات تحليل البيانات المستخدمة هي تقليل البيانات وعرض البيانات والاستنتاجات. أظهرت النتائج أن: (1) هناك مكونات مختلفة يستخدمها المعلمون في تدريس اللغة الإنجليزية، مثل: تصميم مظهر الفصل الدراسي، والقواعد والروتين، والعلاقات، والتدريس الشيق والمحفز، والانضباط. (2) هذه السبب في استخدام المعلمين لمكونات معالجة 2 المكونات داعمة للغاية ومناسبة في بيئة الفصل الدراسي . الفصل الدراسي هو: لأنه يمكن أن يساعد المعلمين على خلق جو جيد في الفصل الدراسي ، ويمكن أن يجعل الطلاب أكثر نشاطا في التعلم ، ويجعل التعلم ممتعا وممتعا. (3) تطبيق معالجة الفصول الدراسية مثل: ترتيبات الجلوس ، والمعلمين الذين يتحققون من حضور الطلاب ، وفحص معدات تعلم الطلاب ، وتوفير التعليمات والتحفيز للطلاب.

الكلمات المفتاحية: المكون ، الفصل الدراسي ، الإدارة ، التطبيق والسبب.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to express my gratitude to Allah for providing the chances, time and healthy in writing and finishing this thesis. secondly, I never forget to convey Shalawat to the Prophet Muhammad SAW for his blessing, thereby transforming the dark era into the bright era.

I faced a lot of challenges while finishing this thesis. It was a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. It was impossible for me to finish this thesis without the assistance of the following individuals. As a result, I'd like to thank:

1. Our sincere gratitude goes to Mr. Dr. Fitriadi Lubis, M.Pd., as the first advisor and Mrs. Sri Rahmadhani Siregar M.Pd., as the second advisor that had patiently guided, aided, advised, and suggested me to finish this thesis as well.
2. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector in University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, and the Vices who have given me time to get knowledge and experience.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty and the Vices that have done the best to improve the faculty in creating various activities to increase student's skill.
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department and give permit to research in SMP Islam Terpadu Darul Hasan Padangsidempuan and counseled me till finishing this thesis.
5. All lecturers who have taught, guided and also encouraged during my studying in University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

6. Big thanks to my beloved parents, (Mawardi and Manisa) who have supported emotionally and economically and taught me how to survive in leading the life and always be patient and pray in any conditions.
7. All of my beloved sisters Giarsih and Gira who always cared me and support me to finishing my study.
8. My beloved nephews, they are: Arkan, Fathan, and Hotmaida Sihombing who had support me to finish my study.
9. The headmaster, the principal and all teachers of SMP Islam Terpadu Darul Hasan Padangsidimpuan.
10. Thanks to all of my beloved friends, they are; Khadijah Panjaitan, and Dea Sari who had given help, patience, and care to support me to finish my study.
11. My lovely fellas Ela Septi Hairani, Indah Febria Ningsih, Erwina Hasibuan, Ira Febri Fatima, Titi Arisdawati, and Hotni Rambe who had given help and support in writing this thesis. All my Friends in TBI-1 and others who always made my life be colorful and helpful each other.
12. 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, 26 July 2023
Researcher

ADE PARATIWI
Reg. No. 17 203 00024

TABLE OF CONTENT

	Pages
PAGE OF TITLE	
LEGALIZATION ADVISOR SHEET	
LETTER OF AGREEMENT	
DECLARATION LETTER OF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
LEGALIZATION	
ABSTRACT	i
ABSTRAK	ii
TAJRID	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vi
LIST OF TABLE	viii
LIST OF APPENDIXES	ix
CHAPTER I :INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Problem	4
C. Formulation of the Problem	4
D. Objectives of the Study	5
E. Significances of the Research	5
F. The Definition of Key Terms.....	6
G. Outline of the Thesis	7
CHAPTER II : LITERATURE REVIEW	
A. Theoretical Description	9
1. Definition of Classroom Management	9
2. Purpose of Classroom Management	11
3. Function of Classroom Management	12
4. Principles of Classroom Management.....	13
5. Components of Classroom Management	15
6. Activities of Classroom Management	19
7. Factors Influencing the Classroom Management.....	21
B. Review of Related Findings	23
CHAPTER III : RESEARCH METHODOLOGY	
A. Place and Time of the Research	27
B. Method of the Research	27
C. Participant of The Research	28
D. Instrument of Collecting Data.....	28

E. Technique of Collecting Data	29
F. The Technique of Data Analysis.....	33
G. Technique to Maintain the Data Trustworthiness	34

CHAPTER IV : RESULT OF RESEARCH

A. General Description	38
B. Findings.....	40
C. Discussion	53
D. Checking Trustworthiness.....	56
E. limitation of Research	58

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions	59
B. Implications.....	61
C. Suggestions	61

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table I. 1. Indicators of Interview.....	30
Table II. 1. Indicators of Observation.....	32

LIST OF APPENDIXES

Appendix 1	Questions of interview
Appendix 2	Observation Sheet
Appendix 3	Interview to English Teacher
Appendix 4	Interview to English Teacher
Appendix 5	Analysis of Observation Sheet
Appendix 6	Analysis of Interview
Appendix 8	Documentations

CHAPTER I

INTRODUCTION

A. Background of the Problem

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 student behavior that diverts class attention, giving rewards, completing assignments by students in a 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 effectively and efficiently”.¹ So that, if a teacher wants to teach in a class he must be able to manage his class because if a teacher is not able to master the class then the class becomes uncontrollable so the learning objectives will be difficult to achieve.

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”.² 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

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>

² Lalu Teguh Arante and Marhan Jupri Hadi, “Barriers in Teaching English in Large Classes : Voice of an Indonesian English Language Teacher,” *Journal of Education* 5, no. 5 (2015): , <https://files.eric.ed.gov>. p.1

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

Education is a responsibility the country, but the spearhead is successful the purpose of education is a teacher. Every effort in managing English classroom is made by government to improve education, including conducting training, workshops, seminars, surgery curriculum for teachers. But until at this time the governments are still trying to improve it. Classroom management cannot be separated from supervision by the institution or school. Supervision should be carried out by the head study continuously and sustainably to foster and guide teachers in improve performance. Teacher is someone who has an important role in classroom management and the teacher's efforts in managing the classroom such as planning, organizing, leading and evaluating students in the classroom.

In classroom management, there are some problems faced by the teachers in managing classroom in SMP Islam Terpadu Darul Hasan Padangsidempuan at the eighth grade students. Teacher finds students has different characteristics, acknowledge, learning style, motivation, and interests. So, it makes teacher faced some problem such as students do not pay attention, students become out control, students be noisy and the size of classroom is small for thirty students so the classroom atmosphere is not conducive. Based on the interview with the English teacher of SMP Islam Terpadu Darul Hasan Padangsidempuan.

'In classroom management of the teaching English process, Students pay less attention, too quickly bored in the classroom when process

teaching learning is in progress, and students find difficult to follow the English lesson because students tend to use their mother tongue so that it makes them feel difficult when listening to the instructions given by the teacher.’³

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. Teachers 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 good English classroom management really determines the quality of teaching and learning activities. If the quality of teaching and learning activities is good, then students will also get a good level of understanding. The good English classroom management such as prepare lesson plans, show the best teaching performance, use a method that is appropriate to the student’s condition, and student discipline control.

The role of the teacher is very important. Teachers in the schools should have the ability to manage everything in teaching activities that are their ability. The teacher must be able to manage the class well, for example

³Evi Khairani, ‘‘Private Interview to teacher of SMP Islam Terpadu Darul Hasan Padangsidempuan’’(Jalan Ompu Huta Tunjul: SMP Islam Terpadu Darul Hasan, 2022).

a teacher must be able to create a safe and comfortable classroom atmosphere during teaching-learning process. This is intended so that the classroom becomes conducive.

Based on the explanation above, the researcher is interested to do a research entitle "English Teachers' Classroom Management at the Eight Grade Students of SMP Islam Terpadu Darul Hasan Padangsidimpuan.

B. Focus of the Problem

Based on description in this research, the focussed of classroom management be found in the components which consists physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and the last is discipline. In this research conducted at the eighth grade students of SMP Islam Terpadu Darul-Hasan Padangsidimpuan, and English lesson in that class there were four hours a week.

C. Formulation of Problem

This research intended to analyze English teachers' classroom management at the eighth grade Students of SMP Islam Terpadu Darul Hasan Padangsidimpuan using the questions below:

1. What are the components of classroom management that teacher used in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidimpuan?
2. What are the teachers' reasons in using components of classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidimpuan?

3. How the teachers implement the components of classroom management in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan?

D. Objectives of the study

Based on the statement above, the objectives of this research can be formulated as follows.

1. To know the components of classroom management that teacher used in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan.
2. To know the teachers' reasons use the components of classroom management in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan.
3. To know implementation components of classroom management in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan.

E. Significances of the Research

This result of this research gave useful information about English teachers' classroom management at the eighth grade of SMP Islam Terpadu Darul Hasan Padangsidempuan. This research is expected to be useful and worthwhile both academically and practically. The significances are:

1. English Teacher

The researcher hopes the result of this research can be used a guide 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.

2. English Students

The result 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 is more disciplined.

3. Other Researcher

This result of this research can be used to provide useful information for the other researchers who want to have research in the same field, so this research can make the other researchers will be easier to arrange their research.

4. Readers

This result of this research can increase the reader knowledge about how to manage classroom, and this research can give information about the way of English teacher in managing classroom.

F. The Definition of Key Terms

Based on background of problem, the researcher defined the key terms which are applied in this research to reduce misunderstanding about tittle of the research.

Classroom Management

Classroom management 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

This research was divided in five chapters, which every chapter contains of several subtopics with detail as follows:

Chapter one contains of the background of the problem, focus of the problem, formulation of the problem, objectives of the research, significances of the research, definition of key terms, and outline of the thesis.

Chapter two contains of the review or related literature. It talked about the theories that the researcher employs to build an interpretation of the topic discussed in this study. The theories are related to the theoretical description of English Teachers' classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan.

Chapter three is talked about research methodology, which contains research methodology, time and place of the research, research method, participant of the research, the technique of collecting data, the technique of data analysis, and trustworthiness.

Chapter four consists of the result of the research and discussion, based on the research finding in fact, the outcome is clearly described. This chapter also has a part of discussion with additional findings from related studies.

Chapter five consists of conclusion and suggestion of the research. The researcher puts the research to a close in the conclusion part. In addition, the researcher offers some advice to the readers. The researcher sincerely hopes that the best can occur and be received by the readers based on the feedback.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Classroom Management

According to Deventer and Kruger in Coetzee that “classroom management as planned, organized activities and procedures which allow for effective teaching and learning to take place”.⁴ It means that classroom management as activities have been prepared and pursued by a teacher to create a conducive classroom situation in order to reach the learning objectives effectively. In other words, the classroom management carried out by the teacher is a conscious effort to organize the activities of the teaching learning process systematically.

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.⁵ In classroom management, the teacher’s role is very important. As a good teacher has very complex assignment, especially if a teacher comes to the classroom, the teacher will 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 experiences with different students every day. Sometimes, the

⁴ S.A. Coetzee, *An Educators’s Guide to Effective Classroom Management*, (1064 Arcadia Street, Hatfield, Pretoria 2008), p. 24.

⁵ Hanke Korpershoek et al., *Effective and Classroom Management Programs Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice* (Rijksuniversiteit, Gronte Rozenstraat, 3, 9712 TG Groningen.: GION onderwijs, 2014).p.11.

teachers find good things and bad things, the teachers also find students who are good, polite, diligent, and smart. Even, sometimes teachers find students who are not 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.

According to Scrivener states that "classroom management is considerably wider than the way this term is often used in secondary education, where it typically refers to ways of keeping order in class and specifically to discipline-related problem".⁶ It means that classroom management is an important thing in determining the success or failure of the teaching and learning process in the classroom. In another opinion according to Brophy in Garret, "classroom management as all the actions teachers took to create and maintain an environment conducive to learning".⁷ In the learning process, the teacher is starting point for measuring the achievement of learning objectives. The creation of conducive learning if the teacher can manage the class well so that learning becomes effective, efficient, and fun.

Based on the statement above, the researcher can get conclusion about classroom management based on all definition above, that classroom management is the activities and actions of teachers to

⁶ Jim Scrivener, *Classroom Management Techniques*, ed. Scott Thornbury (Cambridge: Cambridge University Press, 2013).p.2.

⁷ Tracey Garret, *Effective Classroom Management--the Essentials* (New York: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027, 2014).p.3.

support, create, and maintain conducive and effective classroom atmosphere in the learning process in order to achieve learning objectives, especially those that lead to class order related to classroom discipline 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 luxurious, but the important thing is the way a teacher teaches and organizes the classroom.

2. Purpose of Classroom Management

Classroom management is very crucial to create an effective, efficient teaching and learning process.⁸ Besides that, classroom management certainly has purposes. In general, the purpose of classroom management is so that every student in the classroom can learn in an orderly, safe, and comfortable manner so that the effective and efficient teaching objectives will be achieved. According to Ahmad in Rusman that there are several purposes of classroom management, they are:

- a. Realizing the situation and condition of the class.
- b. Eliminate various obstacles that can hinder the realization of teaching-learning interactions.
- c. Provide and arrange learning facilities and furniture.

⁸ Mukhlis, "Classroom Management Talk in Teaching English at SMPN 2 Watampone," *Journal Education* 4, no. 1 (2017): 94, <https://media.neliti.com.p.94>

- d. Fostering and guiding in accordance with the social, economic, culture, as well as individual traits.⁹

The purpose of classroom management is very important. These purposes are useful to help a teacher for managing the class. It can make the learning process more optimal and make students are not confused when the teaching and learning process. So, the classroom atmosphere becomes comfortable and conducive.

3. The Function of Classroom Management

The function of classroom management is very useful because these functions will be used by a teacher in regulating, directing, and controlling his students in the classroom so that a conducive classroom will be created. There are the basic functions of management, they are as follows:

- a. Planning in Classroom
Planning is the point of departure for the classroom manager. This function (planning) determines in advance which learning outcomes must be achieved.
- b. Organizing of Classroom
Organizing can be described as the creation of a mechanism to implement the planning previously discussed. Issues such as which activities to put into action, which resources to apply, how it should happen and who should responsible must be attended to.
- c. Leadership in the Classroom
The third function of the educator is to lead when plans are to be converted into reality. He or she gives direction to ensure that the required tasks are performed effectively. Leadership involves the function that the manager performs to enable others to carry out their tasks effectively.
- d. Controlling in Classroom

⁹ Rusman, *Manajemen Pengelolaan Kelas (Pendekatan Dan Prosedur)*, ed. Nurhidayatullah R and Dwi Riki Safari (Surabaya: UM Surabaya, Jl Sutorejo No 59 Surabaya 60113, 2019). P. 5.

Control is the final management function in the efficient management cycle and is seen by many as the most important requirement for effective planning. In planning a lesson or an activity, it is the educator who decides which learning outcome needs to be achieved. The use of control mechanism to check whether such an outcomes has been realized is an integral part of planning, but it is at the same time management activity.¹⁰

Good classroom management is regarding the creation of a conducive learning environment. Using facilities with pay attention to students need individually or in groups. Due the nature of the main purposes of the activity learning is giving guidance and service to students so that the students want to follow the active study. Therefore, this is related to the function of classroom management. Where, the functions of classroom management are interrelated with one another. Planning in classroom for example affect organizing in classroom, organizing affects the actuating in classroom, and the actuating affects the controlling in classroom. It means management functions are interrelated and inseparable so the teaching and learning between teacher and the students can run effectively and efficiently.

4. The Principles of Classroom Management

To minimize the problem of interference in classroom management, the principles of classroom management can be used. So it is very important for teachers to know and master the principles of classroom management. There are several principles of classroom management, according to Djamarah in Afriza which will be described as follows:

¹⁰ S.A. Coetzee, *An Educators's Guide to Effective Classroom Management*, p.27-31.

a. Warm and enthusiastic

Warm and enthusiastic is one of the principles needed in the learning and teaching process.

b. Challenge Use the words, action, ways of working, or challenging ingredients will increase passion students to learn thereby reducing the possibility emergence of deviant behavior.

c. Variation

Use of tools or media, teacher's teaching style, the pattern of interaction between teachers and students will reduce emergence of distractions, increase students attention.

d. Flexibility

The flexibility of the teacher's behavior to change his teaching strategy can prevent the possibility the emergence of disturbances and create a learning climate effective teaching.

e. Emphasis on the positive

Basically in teaching and educating teachers must emphasize the positive and avoid focusing on the negative.¹¹

Principles are truth that the basis for thinking and acting. Management principles are things that can be used as guidelines or guidance for teachers in managing classroom, so that the class more purposeful and efficient. Class management as a process of managing the

¹¹ Afriza, *Manajemen Kelas*, ed. Jonri Kasdi and Amri (Pekanbaru: Kreasi Edukasi Publishing and Consulting Company Jl. Swadaya Kom. Rindu Serumpun 4 Blok B-06 Kel. Delima Kec. Tampan - Pekanbaru., 2014).p. 13-15.

class in order to achieve the objectives must pay attention to some the principles of class management as above, so that its implementation is as planned.

5. Components of Classroom Management

Component of classroom is one of the most important aspects in classroom management. This component discusses about elements that refer to the success of the class in creating an effective and efficient learning environment. The component of classroom management according to Garret there are five. They are physical design of the classroom, rules and routine, relationship, engaging and motivating instruction, and the last component of the classroom management is discipline. Here the explanation:

a. Physical design of the classroom

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

b. Rules and routines

Classroom rules, teach, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of

behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

In addition to rules, routines are procedures for complete tasks or important tasks in the class. Without routines, tasks that that should be accomplish almost seamlessly throughout the day will take more time accomplish, thereby reducing the amount of time instruction. Teachers establish class rules and routines such as students have to submit their assignments on time, students' notebooks must be complete and picking up attendance of students.

Rules and routines in the school are usually embodied in an order implementation that details expected and prohibited student behavior, as well as it will be easier to condition student learning situation. So that the vision, mission and goals that are expected to be realized properly. So therefore the importance in schools has rule and routines in activities of learning.

c. Relationships

The idea of developing caring relationships is often overlook during conversation about classroom management. Effective managers develop instruction caring, supportive relationships with students and parents and promote supportive relationships among students. By having strong relationship with students, the

classroom will be a comfortable place for each member to express their feelings and work together. Academic success depends on these close relationship and guidance that the teachers and students have with one another. For example: teachers and students make group discussion to make a good interaction, communication, and relationship between them.

d. Engaging and motivating instruction

The next component of classroom management is engaging and motivating instruction. Which involve using instructional techniques that increase students' motivation and interest in the teaching and learning process, It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is the fewer behavioral issues will arise, because students actively engage, interest, and motivate in the lesson.

On the other hand, there are some issues of classroom management that must be attend to so that a teacher that engages learners, and they carefully plan their instruction so that each learning activity is well organizes and runs smoothly. For example: when the learning process is in progress the teacher giving some motivations. It means that motivation can make

students interest to study again, so that the classroom atmosphere will be fun.

e. Discipline

The last component of classroom management is disciplines. Where discipline is the required action by a teacher toward a student, after the student's behavior disrupts the ongoing educational activity or breaks a pre-establish rule create by the teacher, the school administration or the general society. Discipline, guiding student's behavior, or setting limits are all concern with helping students learn how to take care of themselves, other people and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.¹²

Classroom management efforts carried out by teachers aim to support a higher quality learning process. Therefore, whatever approach or theory is chosen and used as the basis for classroom management, it must be oriented towards efforts to create an active productive learning process. Without good classroom management, then the teaching-learning process will be disturbed, so, class management needs the

¹² Garret, *Effective Classroom Management--the Essentials*.p.3.

components as above to organize the class so that the class becomes effective. Effective class is the main condition for the teaching-learning process becomes more conducive.

6. The Activities of Classroom Management

There are many classroom management activities that can support interesting and innovative learning. So that good classroom management implies good instructions activities.¹³ These activities below can help teachers and the students interact with each other. In this way the learning objectives can be achieved. According to Donald, there are several activities of classroom management, they are as follow:

- a. Modeling
Modeling is used effectively at all grade levels. It consists of catching peers engaged in the appropriate behavior (example: doing their schoolwork) and positively recognizing that behavior.
- b. Catch ‘em behaving game
The catch ‘em behaving game often introduces fun, excitement, and novelty into the classroom.
- c. Activity table
The activity table, like the catch ‘em behaving game, introduces fun, excitement, and novelty into the classroom. Use the activity table for specific behaviors or to achieve control in disruptive classroom.
- d. Terrific tables
The terrific table activity introduces competition among students for behaving well.
- e. Marble in the jar
The marbel in the jar techniques is similar to the ones previously described in that it too easy to implement and fun to play.
- f. Points for good behavior

¹³ Omoruyi Kenneth Igbino and Aigbedon Isibor Marvelous, “The Impact of Classroom Management on Students ’ Academic Performance in Selected Junior Secondary Schools in Municipal Area Council Abuja,” *Intenational Journal of Education and Research* 3, no. 9 (2015): 143, <https://www.ijern.com/September-2015.php>.p.143

- Points for good behavior may be used the elementary, middle, or high school level.
- g. Fuzzy-gram notes
Fuzzy-grams, which students give to each other, foster the development of a positive learning environment by encouraging and teaching students to look for and to positively recognize the appropriate behavior of their classmates.
 - h. Compliment meter
A compliment meter encourages students to give one another fuzzy-grams. It looks like a thermometer and can be drawn on a chalkboard or on a chart.
 - i. Secret pal game
The secret pal game is a variation of the fuzzy-gram program in that it helps to ensure that all students receive compliments.
 - j. I-spy game
The i-spy activity, a variation of the fuzzy-gram program, works well at the upper elementary, intermediate, and in some high school classes.¹⁴

In addition, according to Kopershoek in Akhter and Akhter there are five activities in classroom management, they are as follows:

- a. Creates caring attitude, strong associations with and among learners.
- b. Organize and execute guidance in manners that improve learners' entrance to learning.
- c. Engage learners' in classroom activities, which should be possible by utilizing formulation peers and group discussions and activities.
- d. Encourage the advancement of learners' self-guideline and social aptitudes.
- e. Be able to utilize suitable strategies to help learners with classroom behavioral issues.¹⁵

Based on the statement above, it can be concluded that with good classroom management process, the students are expected to motivate to follow the teaching and learning process. The important thing in a

¹⁴ Ingeswon. W Donald, *Classroom Management A California Resource Guide Classroom Management* (California: Los Angeles Country Office of Education, 2000).p.1.

¹⁵ Humaira Akhter and Aneela Akhter, "An Analysis of Classroom Management Approaches towards Students' Behaviour at Elementary School Level," *Education Journal* 8, no. 1 (2020): p.46, http://pu.edu.pk/images/journal/PJERE/PDF-FILES/3-V8_no1_20.pdf.

classroom management is the comfortable condition classroom, class situation which is interesting and conducive. So that students feel enthusiastic when teaching and learning process is in progress. With conducive learning and good classroom atmosphere that tends to be reaction, then it will be able to encourage students to develop their creative potential. In addition, this is very closely related to the activities that exist in the teaching and learning process in the classroom. These activities determine the smoothness of the learning process and the goal of achieving effective and efficient classes. That way all activities in classroom management must be considered because it is one that makes an effective and efficient teaching and learning process achievable.

7. Factors Influencing the Classroom Managements

To create a succeed education, a good classroom management will be so much needed, because by applying this, a teacher can control, organize, asses and prompt a class well.¹⁶ Therefore, teacher plays an important role in classroom management and create conducive classroom atmosphere, so that the teaching and learning process can achieve the expected goals. Various kinds of changes that occur, caused by factors that affect the processing of the class should be readable by the teachers. So the teachers can adjust the pattern of their interaction with the

¹⁶ Ignatius Rindu, "Teacher ' s Role in Managing the Class during Teaching and Learning Process," *Journal of Linguistic and English Teaching* 2, no. 1 (2017): <http://jurnal.fkip-uwgm.ac.id/index.php/script.p.85>

students. There are eight factors influencing the classroom management according to Afriza, they are as follows:

- a. Class dynamic factor
The physical environment, where learning has important influence on learning outcomes. The study room must allow all students move freely, not jostling and interfering between students with one another at the same time to do learning activities.
- b. Seating arrangement
In arranging the seat is the important thing to allow face to face contact, so the teacher can control student behavior. Seating arrangement will affect the smooth learning process teach.
- c. Ventilation and lighting arrangement
Temperature, ventilation and lighting (even if the teacher is difficult manage because it already exists) is an important asset for the creation of a comfortable learning atmosphere.
- d. Storage arrangement
Items should be stored in a special place which is easy to achieve if treated immediately and will used for learning purposes.
- e. Curriculum factor
Curriculum related to classroom management should be designed as the quantity of educational experiences that it is the responsibility of the school to help the students achieve its educational goals which are organized, planned and directed in an organized manner.
- f. Factors of building and class facilities
Planning in building a classroom for a school in terms of number and area every room, location, and decoration that must be adapted to the curriculum used.
- g. Teacher factor
Teachers are people who work in the field of responsible education and learning in help students reach their respective maturity.
- h. Student factor
Students are elements of the class who have feelings togetherness (sense of collective) is a condition that important in creating dynamic classes. Therefore, students must have a sense of member shift to the class in order to be able to participate in class activities.¹⁷

¹⁷ Afriza, *Manajemen Kelas*.p.21-27.

When conducting classroom management, teachers must pay attention to influencing factors of classroom management. These factors greatly determine the success of teachers in carrying out classroom management, and teacher should be able to manage good classroom management conditions for overcoming obstacles that occur during the learning process. The learning process occur in the classroom needs to be considered, planned and managed properly in an effort to improve the success of the teaching-learning process. In order to achieve the desired goal, it is necessary to know the factors such as the above that can support and hinder the achievement of desired the goals.

Understanding of contributing factors influencing classroom management is very important to be known as a provision later in success education in the main and the success of the process learners in particular.

B. Review of Related Finding

There were some researchers which have done the research that related to this research, as follow:

The first research was written by Hijjah. The result of this research showed that classroom management in teaching and learning process was divided into the physical design of classroom which includes seating arrangement; orderly rows and separate table, rules and routines, relationship among students and teacher-student, engaging and motivation

instruction and the last is discipline.¹⁸ The five components are very important in creating a safe and conducive classroom atmosphere, so that the teaching and learning process will run smoothly. However, in the class not all aspect went well. There are several aspects that still need to be considered such as: lack of students, motivation, and discipline.

The second researcher was written by Ridayanti. In this research, The result of this study the researcher found out the influences of teachers' classroom management. Many students' score have increased. That show the teachers' classroom management gave influence to the students' English achievement.¹⁹ It could be seen based on their strategies in teaching method and also classroom management.

The third researcher was done by Kholilah. The result of the research showed that there were two types of relationship. First, the relationship between students and the second was the teacher-student relationship.²⁰ Both of the relationship is very important, with the relationships will have a good impact on the teaching and learning process in the classroom, So that the classroom becomes conducive.

The fourth researcher was done by Guswanto. The result of this research showed that there are four points to draws this research, they are

¹⁸ Nur Hijjah, "Classroom Management Used By English Teachers' in Teaching English at SMA N 1 Bantaeng" (Muhammadiyah University of Makassar, 2019), https://digilibadmin.unismuh.ac.id/upload/5965-Full_Text.pdf.p.55.

¹⁹ Rika Ridayanti, "The Influence of Teachers' Classroom Management to the Students' English Achievement" (University of Muhammadiyah Makassar, 2019), phttps://digilibadmin.unismuh.ac.id/upload/9314-Full_Text.pdf.p.67

²⁰ Defi Kholilah, "Classroom Managemeny Conducted by English Teacher at Grade Students of MTS N II Surakarta in Academic Year 2019/2020" (The State Islamic Institute of Surakarta, 2020), <http://eprints.iain-surakarta.ac.id/157/.p.62>.

class management planning, organizing class management, implementation of class management, and the last is evaluation or control of class management.²¹ These points are important to make management class runs well and the points are adjusted to the conditions of the space and facilities in the study, So that the objective of classroom management can be achieved in the learning process.

The fifth researcher was done by Rosnani. The result of the research showed that teaching and learning ran well and optimal, the teacher applied and made teaching learning process more interesting, and the teachers did in opening lessons always provided motivation that can aroused student enthusiasm for learning.²² So that the process of teaching and learning can ran effectively and efficiently.

Based on the related finding above, it can be seen this research topic has the same with those findings that is investigated English teacher's classroom management, but this research is different with others. The object of this research is not the same with others. This object of research is junior high school and also some theories used by other research are not the same theory that will use in this research. Thus, the researcher will be

²¹ Gading Guswanto, "An Analysis of Classroom Management in English Teaching Learning Process at SMP N 19 Seluma in Academic Year 2019/2020" (State Islamic Institute of Bengkulu, 2020), <http://repository.iainbengkulu.ac.id/7702/>. P. 78-79.

²² 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.58>.

analysis of English Teacher's Classroom Management at The Eight Grade
Students of SMP Islam Terpadu Darul-Hasan Padangsidempuan.

CHAPTER III

METHODOLOGY

A. Place and Time of the Research

This research was done at SMP IT Darul Hasan Padangsidempuan which addresses on Jalan. Ompu Huta Tunjul, kelurahan. Hutaimbaru kota Padangsidempuan. North Sumatera, Indonesia. The time of this research was started on September until October 2022.

B. Method of the Research

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 occurred 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 of 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 SMP Islam Terpadu Darul Hasan Padangsidempuan.

D. Instruments of Collecting Data

The researcher got data from source using two instruments, namely:

1. Observation

The researcher observed two teachers as main source in SMP Islam Terpadu Darul Hasan Padangsidempuan. The English teachers were observed by researcher when the teachers carrying out the learning process in the classroom. The researcher observed the classroom components used by English teachers and their implementation in the classroom. The indicators for this observation was the implementation of classroom management components by English teachers’.

2. Interview

Researchers interviewed English teachers at SMP Islam Terpadu Darul Hasan Padangsidempuan. The English teachers’ was asked by the researcher about the learning process in class. The researcher asked about the teachers’ reasons for using components of classroom management.

E. Technique of Collecting Data

In this research the data was collected using interview and observation.

1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. 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 situations or parties. In this research, the researcher interviewed two English teachers at SMP Islam Terpadu Darul-Hasan Padangsidempuan. The researcher used structural where the questions in this interview has been conducted and prepared before interviewing. The researcher asked some questions about the components of classroom management to English teacher who taught in the classroom.

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 mobile phone as an instrument to record the data from interviews.

Table 1

Indicators of Interview

No	Components of Classroom Management	Questions	Answers
1.	Physical Design of the classroom	What is your reason use physical design in management classroom?	
2.	Rule and routine	What is your reason use rule and routines in classroom management?	
3.	Relationship	What is your reason use relationship in classroom management?	
4.	Engaging and Motivating Instructions	What is your reason use engaging and motivating instruction?	
5.	Discipline	What is your reason use discipline in classroom management?	

2. Observation

Observation is an activity to pay attention to objects research carefully and aim to record the every relevant situation with the research purpose.²³ The important purposed of observation was to provide

²³ Eko Murdiyanto, *Metode Penelitian Kualitatif*, 1st ed. (Yogyakarta: Lembaga Penelitian dan Pengabdian pada Masyarakat UPN "Veteran" Yogyakarta Press, 2020).hlm. 54.

researchers with a realistic picture of a behavior or event related to the activity of the object of research.

In this observation was carried out three times, where this observation began on 8 to 10 September 2022, 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 meetings. For doing observation the observer directly observed the components of classroom management that used by teacher in teaching English in classroom. 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 of the observation.

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

Table 2
Indicators of Observation

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Physical design of the classroom	a. Arranging students' desk b. Developing physical layout c. Checking students learning equipment d. Checking students homework			
2.	Rules and Routines	a. Come to the class prepared b. Absent c. Respect others and their property d. Use appropriate language e. Do not leave the room without permission			
3.	Relationship	a. Relationship among students b. Relationship between teacher and students			
4.	Engaging and motivating instruction	a. Plan for necessary material b. Giving instruction			
5.	Discipline	a. Dress modestly b. Do not wear excessive jewelry c. Speak polite			

F. The 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.²⁴ The explanation of those procedures as follows:

1. Data Reduction

The first step in this research was data reduction. Data reduction referred to the process of selecting, focusing, simplifying, 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.

2. 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.²⁵ For this step, the researcher showed the data which was contains English Teacher's Classroom Management at Grade VIII SMP Islam Terpadu Darul Hasan Padangsidempuan, not only as generally but specifically and clearly.

²⁴ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, second edi (London, 1994).p.10

²⁵ Miles and Huberman. *Qualitative Data Analysis*.p.11

3. 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 order 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 Syahrin stated there were six trustworthiness such as: observation extension, persistent observation, triangulation, negative case analysis, using reference material,

member check.²⁶ 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.²⁷ 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.²⁸ 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.²⁹ 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.

²⁶ Salim and Syahrur, *Metodologi Penelitian Kualitatif*, ed. Haidir, 5th ed. (Bandung: Citapustaka Media, 2012).hlm. 165.

²⁷ Murdiyanto, *Metode Penelitian Kualitatif*. hlm.68

²⁸ Salim, *Metodologi Penelitian Kualitatif*. hlm. 75

²⁹ 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.³⁰ 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.³¹ 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.³² When the members agree with all the report from this research then the conclusion and the result of this research can be trusted.

³⁰ Salim, *Metodologi Penelitian Kualitatif*.hlm.167-168.

³¹ Murdiyanto, *Metode Penelitian Kualitatif*.hlm.70

³² Adhi Kusumastuti and Mustamil Ahmad Khoiron, *Metode Penelitian Kualitatif*, ed. Firatun Annisya and Sukarno (Semarang: Lembaga Pendidikan Sukarno Pressindo, 2019).hlm. 79-80

According to Denzin in Nugrahani there were some types of triangulation, which were time triangulation, theoretical triangulation, investigator triangulation, and methodological triangulation.³³ 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.

³³ Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*.hlm. 115.

CHAPTER IV

RESULT OF RESEARCH

A. General Description

Before describing English teachers' classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan, this research described the settings of the research as a general description of the thesis.

This research was conducted in SMP Islam Terpadu Darul Hasan Padangsidempuan which addressed in which addressed on Jln. Ompu Huta Tunjul, kel. Hutaimbaru kota Padangsidempuan. Actually this school was a foundation which was founded by Alm. Ustadz Edi Hasan Nasution, Lc. Where the first this foundation was established in 2010, but only for kindergarten level. In 2015 this foundation was growing so that elementary and middle schools were built. In the junior high school level was led by Asma Edi Hasan M.Pd. There are 20 teachers that teaching in the eighth grade. The condition of infrastructure and facilities in SMP Islam Terpadu Darul Hasan Padangsidempuan are: there are sixteen classrooms which there were in the seventh grade there was six rooms, the eighth grade was six rooms, and the ninth was six rooms too. This school also has one library, volleyball court, badminton court, futsal field, field ceremony, one unit UKS room for student who gets injury or something happen, and also there are canteen and toilets.

The curriculum used in SMP Islam Terpadu Darul Hasan Padangsidempuan is K-13 curriculum. Curriculum 2013 or K-13 is the applicable curriculum in the Indonesian Education system. This curriculum is a curriculum implemented by the government to replace the curriculum 2006. The curriculum 2013 has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior. K-13 is a curriculum that prepared Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, culture, and world civilization.

Every school day teachers and students entered to school at 07.30 in the morning. The students who arrived late would get punishment can be sanctioned in the form of points, if a student has often received points, the student will be given a warning, if the student did not give up, the student will be expelled from the school. When the learning time has started, all teachers and students enter their respective locales to start the teaching and learning process. If the picket teacher found students hanging around during teaching and learning hours, the students would get punishment. This school also has several extracurricular activities likes: Tahfiz, Sport, Taylor, Speech, and Storytelling.³⁴

³⁴Interview with Mrs. AE...., at 10.00 am Monday 10 October 2022.

B. 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 components of English Teachers' Classroom Management

This session explained the data found in the field. It is related to the English teachers' classroom management at the eighth grade of SMP Islam Terpadu Darul Hasan Padangsidempuan. There were two English teachers taught at the eighth grade (Mrs. EK and Mrs. FM) as main subjects who had been interviewed and observed.

EK used five components of English teachers' classroom management they were: physical design of the classroom, rules and routines, relationship, engaging and motivating and instruction, and discipline.³⁵

FK also used five components of English teachers' classroom management when FK was teaching in the classroom. The components were: physical design of the classroom, rules and routines, relationship, engaging and motivating and instruction, and discipline.³⁶

Based on the statement above, it can be concluded that both of teachers that taught at eight grade of SMP Islam Terpadu Darul Hasan

³⁵Interview with Mrs. EK...., at 11.08 am Tuesday 27 September 2022.

³⁶Interview with Mrs. FM...., at 03.00 pm Thursday 29 September 2022.

Padangsidimpuan used five components of English teachers' classroom management. They were: physical design of the classroom, rules and routines, relationship, engaging and motivating and instruction, and discipline. Even though, both of teachers used the same components of classroom management. However, there were several different ways in which they applied the five components.

2. Reasons for using the component of English teachers' classroom management

Classroom management is a form of teachers' ability to manage class and create a good learning climate for students. Therefore, teachers and students will always be involved in various activities in using different areas of space in achieving learning objectives. The teacher will always facilitate learning activities well if the teacher arranges the classroom to allow regular movement, maintains minimal distractions, and used the available space efficiently.

Learning at the junior high school level should be fun and interesting. Such a class atmosphere greatly influences the dynamics of the teaching and learning process. The today students also need to be widely stimulated so that the enthusiasm and teaching situation can have a positive effect on them.

One of the keys to the success of the teaching and learning process is the teacher's ability to manage the components of classroom management well. In fact, it was said that successful teachers were

teachers who had well designed and attractive classroom management. So that students did not feel bored during the learning process and the class become more conducive. Below are the reasons teachers used the components of classroom management.

a. Physical design of the classroom

From the result of interview that has been done with Mrs. EK. The reason she used physical designed of the classroom management is to make it more conducive such as straightening rows, tidying up tables and chairs before the learning process begins. If there is still trash under the table, throw in it in its place, do not make a noise, and do not sleep in classroom.³⁷

Mrs. FM also said her reason used physical design as one of component classroom management in teaching English. She used this component because physical design is very closely related to the classroom atmosphere. Where, the classroom atmosphere influences the student learning process. If the class is not conducive then learning will also be uninteresting.³⁸ Therefore a teacher must be able to liven up the classroom atmosphere before learning process begins. From the explanation of two teachers above, it can be concluded that physical design in classroom management as one of the basic

³⁷Interview with Mrs. EK...., at 11.09 am Tuesday 27 September 2022.

³⁸ Interview with Mrs. FM...., at 03.05 am Thursday 29 September 2022.

components for managing the class so that the classroom atmosphere becomes more conducive without any noisy students in the class. In this physical design teacher used two types of seating arrangement: the first type was pairs, where the row arrangement was the same as the traditional row arrangement, but not alone or in pairs, and the second types was cluster where, this type was used when the teacher asked students to make a group. This showed that the teacher at the eighth grade of SMP Islam Terpadu Darul Hasan arranged the seats of the students depending on the appropriate learning activities to the material.

b. Rules and Routines

Mrs. EK used rules and routines in classroom management such as not being noisy in the classroom, no one is allowed to talk when teacher is writing and explaining lesson, and she will allow them to speak or give opinions when I have finished writing and explaining the lesson. The reason is so that students understand the lesson. Then she also make routines in the classroom is like the students are required to bring notebooks for every English lesson, before studying she always check their notebooks and dictionaries, at least one table has one dictionary. If someone violates both of those things they will be punished. The reason is because it is a media to support teaching learning

process, and so that they can read the notebook again when they forget. She also emphasize that the notebook must be complete so that if she asked them again they know how to connect this material and the previous material.³⁹

Then, Mrs. FM also said her reason for using rules and routines in classroom management. The reason is to achieve good targets and for the learning process to be effective. That way, we can know the students enthusiasm, we also know the condition of the class when we make these rules and routines.⁴⁰

From the results of interview with two teachers above, it can be concluded that rules and routines in classroom management are two things that cannot be separated from each other because they are interconnected, because to make a routine there must be rules in it. So that the learning process is more effective so that students can more easily understand the learning, and make the class more organized. For that, a good teacher must prepare and pay attention to the rules and routines.

c. Relationship

From the result of interview that has been done with Mrs. EK. The reason she used relationship between teacher and student because this is all based on the curriculum, where in this

³⁹ Interview with Mrs. EK...., at 11.11 . Tuesday 27 September 2022.

⁴⁰ Interview with Mrs. FM...., at 03.06 am. Thursday 29 September 2022.

curriculum students must be active, while passive teachers mean that here we have to collaborate to guide them to become active students. For example if there is a material she provided opportunities for students to give opinions, and practice the material. If there are students who do not pay attention to the lesson then the student is asked to answer questions from the teacher and if the student cannot answer it then he will be given a punishment.

Mrs. EK also had reason for relationship between student and student. For example in discussion, she divided students into groups, in one group there are four people, each person has a different task the aim is for all of them to work and exchange opinions in completing the discussion task. Then if one of the students had a fight with his friend she will ask them to forgive each other and apologize.⁴¹

Next, Mrs. FM had reason for relationship between teacher to student, and student to student. Her reason is that good and effective learning occurs because the purpose of learning is not just studying. However, we have to create that convenience first. If they are comfortable with friends and teachers, then the learning process will be carried out well.⁴²

⁴¹ Interview with Mrs. EK...., at 11.13 am . Tuesday 27 September 2022.

⁴² Interview with Mrs. FM...., at 03.08 pm. Thursday 29 September 2022.

From the explanation of two teachers above, it can be concluded that with the relationship between teacher and student in learning, namely the teacher provided material to students through educational interactions, it can attract students' attention. Relationship between teacher and student made students interested in paying attention and learning. After that students will learn actively. Relationship between students to students is also important because it can make the class conducive so that students work together in the learning process. This makes effective learning can be realized without any commotion between student and student.

d. Engaging and motivation instruction

As the reason of Mrs. EK used engaging and motivating instruction is so that students are motivated to learn English and do not get bored easily. This is also makes them more active in learning so that they are not left behind due to language limitations.⁴³

Mrs. FM also had reason used engaging and motivating instruction. The reason is to make learning interesting and fun so that students do not get bored when teaching and learning

⁴³ Interview with Mrs. EK..., at 11.15 am. Thursday 27 September 2022.

process, moreover learning English requires variations when learning.⁴⁴

The conclusion of the statement above was that engaging and motivation instruction can helped students more active in learning, so students did not get bored easily and more enthusiastic about learning. That way the teacher must be able to make learning more interesting and fun.

e. Discipline

From the result of interview Mrs. EK, the reason she used discipline as one of component in classroom management because so that they do not make noise in the class when the teaching and learning process is in progress. So that the material presented is not in vain and the can easily understand it so as to make the class a conducive class. From the result of interview Mrs. FM she had reason for using discipline in the classroom. The reason was that discipline can helped teacher to make students more organized in the learning. So that discipline made the class becomes peaceful and comfortable.

From the explanation above, it can be concluded, with these components of classroom management can helped teacher to created good classroom conditions enabling students to learned,

⁴⁴ Interview with Mrs. FM...., at 03.09 am. Thursday 29 September 2022.

discussed, and cooperated with each other in the learning process. Components of classroom management was very necessary because day to day even from time to time students behavior always changing. Today students can study well and calm down, but tomorrow is not certain.

Components of classroom management were an effort to manage students in a class that was done to created and maintained classroom atmosphere or conditions that support learning. The point was that by creating and sustaining student motivation to always involved and participated in the learning process. That way the teaching and learning process will be carried out effectively and efficiently.

3. Implementation of Components of Classroom Management

Based on the interview and observation that found in the field as for how to implementation components of classroom management they are:

a. Physical Design of Classroom.

The first thing done by Mrs. EK when entering the classroom was to order the leader of class to checked whether its members who were still outside of the classroom. After that, the teacher checked the appearance of the classroom layout such as ordering students to lined up their desks, students sat in neat rows, checking students learning equipment, checking homework students, make sure students have sat in their respective seats,

and instruct students to pick up trash that was under their respective desk. When conducting discussion, the teacher divided students into several groups. Where in one group there were four people, and the teacher also arranged the seats for the discussion group. This was done so that students were more conducive during group discussion.

The second observation has done by Mrs. FM that had similarity with the statement above. The First thing before learning chairs and tables must be tidied up into place to their place or an orderly line, students sat in neat rows, no trash in the classroom, and tidied up the furniture in the classroom. When the teacher asked students made a group, and then teacher arranged again seating of students based on learning activities according to the material that they were studying. The teacher can saw all of students in the classroom and maintain eye contact one by one when teacher was explaining material in front of the class.

b. Rules and routines

The second component of classroom management was rules and routines. Based on observation of Mrs. EK, the teacher and students had to pray the first to Allah SWT before starting learning, she checked attendance list of students one by one. After that, she checked all the students' English notebooks and

dictionaries, and for students who were caught not bringing notebooks, dictionaries, or did not do homework then the student would get punishment such as standing in front of their respective chairs, or answering questions from the teacher so the student could sit back in their respective chairs after that gave the material for students, and students did not leave the classroom without permission. So they had to ask permission first to the teacher.

Based on this observation, Mr. FM also had some rules and routines that almost same with Mr. EK. For example: the teacher and students had to pray the first to Allah SWT before starting learning, she checked attendance list of students one by one. In the process learning Mrs. FM had an interesting rule such as students should not be noisy in the classroom, for those who were noisy they will be given a red star and it would reduce their score. Conversely, if one of the students asked or answered about the material of learning, they would be given point. This point is important for influencing students' score. Not only that, Mrs. FM also gave rewards such as candy, and snacks for those who were active in the learning process.

c. Relationship

The first observation of the component, Mrs. EK walked around the class to paid attention to the students. Mrs. EK

explained the material to the students loudly. When one of the students did not understand about a material, the teacher would come to student's chair for helping the students.

The second observation of this component, Mrs. FM entered the class with a greeting, a praying, and a friendly smile to the students, she asked the students conditions, the teacher showed a friendly and positive attitude, feedback provided, after that the teacher walked around the class to pay attention to the students individually. Sometimes, Mrs. FM also made games and ice breaking in the classroom. If there was a student who was noisy, Mrs. FM would come to the student chair and advised her for not making noisy anymore.

d. Engaging and motivating instruction

Based on the observation, Mrs. EK had engaging and motivating instruction. When she taught about imperative sentence, she made some engaging and motivation interaction such as she motivated the students by saying that anyone who wanted to travel the world, to be successful, and to be a boss must be able to spoke English for example to giving command and prohibitions what to said. This was related to the material of imperative sentences. So this could make it easier for them to understand the material because there was motivation in it.

Mrs. FM had engaging and motivating instruction. When Mrs. FM taught about command and prohibition, she drew some signs. For example she drew a phone then there was a cross in it, it mean prohibition for do not use mobile phone in this area, after that who could answer the question, the teacher would give a point. Mrs. FM also had a game in teaching and learning process such as guessing words in English.

e. Discipline

Based on the observation Mrs. EK had discipline in the classroom. The student could not late to the classroom, Mrs. EK would check uniform and accessories students, if there were students who wore inappropriate clothes and jewelry, then they would be punished. When there were fuss students, the teacher did not immediately reprimand the student. But she just kept quiet and watched them with a serious look until the realized and understood. Then the students would all become quiet. After they were quiet, that's when she gave them advice.

The second observation of this component was Mrs. FM. When Mrs. FM taught in the classroom then there were some of students were noisy, did not throw away the trash in its place, then they will be punished in the form of saying istighfar, if they did not give up. They will be handed over to the guidance and counseling teacher.

C. Discussion

Based on data description above that the data collected from all teachers of the eighth grade they are Mrs. Evi and Mrs. Fatma as the subject of this research. The researcher found various components that the both of teaches applied in teaching English. Components of classroom management are very important, in this case in teaching English it would make students and teachers become more comfortable and safe in learning and teaching. So that it created interactive learning activities.

As this research presented above, there several known components of classroom management that both of teacher used in teaching English. Those components were: physical design in the classroom, rules and routines, relationship, engaging and motivation instruction, and the last was discipline. Through those components students could achieve the learning goals as expected, because they could receive information or material well. It also made the success of the teacher in teaching.

The result of this research are supported by Garrett who reports that classroom management can be considered in five categories, of which behavior management and discipline is only one, the other four categories referring to the physical design of classroom, rules and routines, the relevance of relationships and the importance of engaging and motivation instruction.⁴⁵ The result of this research showed that classroom management

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

in view rule and routines and instruction are informed by and in turn impact the relationships between students and teachers, thus there is a certain overlap amongst these four categories, however, what becomes 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 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

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

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.

In conclusion, classroom management requires a careful preparation, it can anticipate possible disturbances usually appears, it can analyze and choose certain ways approaches, and it can return behavior as

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

expected so that learning activities can be carried optimally. A teacher besides skilled in giving teaching certainly require to be skilled also in classroom management. In classroom management is a set of activities to develop desired student behavior. For this reason, components of classroom management are needed to support teachers in teaching in classroom so that the learning process becomes more effective.

D. Checking Trustworthiness

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

1. Time triangulation

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

2. Theoretical triangulation

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

3. Investigator triangulation

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 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.

E. Limitation of 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

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

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 management used by English teachers at SMP Islam Terpadu Darul Hasan Padangsidempuan as follows: physical design of the classroom, rules and routines, relationship, engaging and motivating instruction, and the last was discipline.

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: conclusion and suggestion.

A. Conclusions

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

1. The component of classroom management

There are five components of classroom management that used English teacher of SMP Islam Terpadu Darul Hasan Padangsidempuan. They are: physical design of the classroom, rules and routines, relationship, engaging and motivating instruction, and the last is discipline.

2. The reasons of using component of classroom management in teaching English at SMP Islam Terpadu Darul Hasan Padangsidempuan

- a. Physical design can makes classroom atmosphere becomes more conducive without any noisy students in the class.
- b. Rules and routines can makes students more easily understand the learning, and make the class more organized.
- c. Relationship because it can make the class conducive so that students work together in the learning process and this makes effective learning can be realized without any commotion between students.

- d. Engaging and motivation instruction because it can help students more active in learning, so students did not get bored easily and more enthusiastic about learning.
- e. Discipline can help teacher to make students more organized in the learning. So that discipline made the class becomes peaceful and comfortable.

3. Implementation of Classroom Management

- a. Physical design of the classroom: teachers arranged students' desk, checked students learning equipment, and tidied up the furniture in the classroom.
- b. Rules and routines: students and teachers had to pray before starting the lesson, teachers checked attendance list of students, checked students' English book and their dictionaries, and teachers would give punishment to naughty students.
- c. Relationship: teacher would come to student's chair for helping the students about the material, asked the students conditions, showed friendly and positive attitude, and feedback provided.
- d. Engaging and motivating instruction: teacher given verbal motivation, and made a game in teaching learning process.

B. Implications

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

1. Based on the research results above that classroom management plays an important role in the learning process so that this makes students more active in teaching and learning process in the classroom.
2. Teachers must continue to apply the components of classroom management in the learning process so that learning objectives can be achieved.
3. Classroom management really supports the learning process, if this classroom management to be developedm it will create effective and efficient class.

C. Suggestions

Based on the findings of the research, the research provided several suggestions related to the English teacher classroom management in teaching English. The suggestions are given for prospective teachers, students, and readers.

1. For the teachers

Classroom management 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 headmasters

The headmaster in carrying out the leadership must attention to the ballance between understanding the situation and the task maintenance of good rrelations with teachers, administrative personal as well as students. Because good leader is capable balance between carrying out task and building good relationships. So this study is very supportive to create the relationship.

3. For the readers

Hopefully this research can be useful and become a reference for readers choose the same title as the researcher. Readers are expected to learn more.

REFERENCES

- Afriza. *Manajemen Kelas*. Edited by Jonri Kasdi and Amri. Pekanbaru: Kreasi Edukasi Publishing and Consulting Company. Pekanbaru., 2014.
- Akhter, Humaira, and Aneela Akhter. "An Analysis of Classroom Management Approaches towards Students' Behaviour at Elementary School Level." *Education Journal* 8, no. 1 (2020): 46. http://pu.edu.pk/images/journal/PJERE/PDF-FILES/3-V8_no1_20.pdf.
- Donald, Ingeswon. W. *Classroom Management A California Resource Guide Classroom Management*. California: Los Angeles Country Office of Education, 2000.
- Garret, Tracey. *Effective Classroom Management--the Essentials*. New York: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027, 2014.
- Guswanto, Gading. "An Analysis of Classroom Management in English Teaching Learning Process at SMP N 19 Seluma in Academic Year 2019/2020." State Islamic Institute of Bengkulu, 2020. <http://repository.iainbengkulu.ac.id/7702/>.
- Hijjah, Nur. "Classroom Management Used By English Teachers' in Teaching English at SMA N 1 Bantaeng." Muhammadiyah University of Makassar, 2019. https://digilibadmin.unismuh.ac.id/upload/5965-Full_Text.pdf.
- Igbinoba, Omoruyi Kenneth, and Aigbedon Isibor Marvelous. "The Impact of Classroom Management on Students ' Academic Performance in Selected Junior Secondary Schools in Municipal Area Council Abuja." *Intenational Journal of Education and Research* 3, no. 9 (2015): 143. <https://www.ijern.com/September-2015.php>.
- Kholilah, Defi. "Classroom Managemeny Conducted by English Teacher at Grade Students of MTS N II Surakarta in Academic Year 2019/2020." The State Islamic Institute of Surakarta, 2020. <http://eprints.iain-surakarta.ac.id/157/>.
- Korpershoek, Hanke, Truus Harms, Boer Mechteld, and Kuijk Simone Doolaad. *Effective and Classroom Management Programs Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*. Rijksuniversiteit, Gronte Rozenstraat, 3, 9712 TG Groningen.: GION onderwijs, 2014.
- Kusumastuti, Adhi, and Mustamil Ahmad Khoiron. *Metode Penelitian Kualitatif*. Edited by Firatun Annisya and Sukarno. Semarang: Lembaga Pendidikan Sukarno Pressindo, 2019.

- Marhan Jupri Hadi, and Lalu Teguh Arante. "Barriers in Teaching English in Large Classes : Voice of an Indonesian English Language Teacher." *Journal of Education* 5, no. 5 (2015): 1–7. <https://files.eric.ed.gov>.
- Megawati, Ida. "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>.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis*. Second edi. London, 1994.
- Mukhlis. "Classroom Management Talk in Teaching English at SMPN 2 Watampone." *Journal Education* 4, no. 1 (2017): 94. <https://media.neliti.com>.
- Murdiyanto, Eko. *Metode Penelitian Kualitatif*. 1st ed. Yogyakarta: Lembaga Penelitian dan Pengabdian pada Masyarakat UPN "Veteran" Yogyakarta Press, 2020.
- Nugrahani, Farida. *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*. 1st ed. Surakarta: Cakra books, 2014.
- Pradipta, Rizqi Fajar, Ediyanto Ediyanto, Muchamad Irvan, and Wiwik Dwi Hastuti. "Teacher Gender-Based Classroom Management in Exceptional School Settings Special School in The City of Malang." *Article Education and Humanities* 649 (2022): 99. <http://>
- Ridayanti, Rika. "The Influence of Teachers' Classroom Management to the Students' English Achievement." University of Muhammadiyah Makassar, 2019. https://digilibadmin.unismuh.ac.id/upload/9314-Full_Text.pdf.
- Rinda, Renata Kenanga, and Nodistya Septian Indrastana. "The Crucial Elements of Classroom Management." *Journal of English in Academic and Professional Communication* 6, no. 2 (2020): 2. <https://publikasi.polije.ac.id/index.php/jeapco/article/view/2389/pdf>.
- Rindu, Ignatius. "Teacher ' s Role in Managing the Class during Teaching and Learning Process." *Journal of Linguistic and English Teaching* 2, no. 1 (2017): 85. <http://jurnal.fkip-uwgm.ac.id/index.php/script>.
- Rusman. *Manajemen Pengelolaan Kelas (Pendekatan Dan Prosedur)*. Edited by Nurhidayatullah R and Dwi Riki Safari. Surabaya: UM Surabaya, Jl Sutorejo No 59 Surabaya 60113, 2019.
- Salim, dan Syahrums. *Metodologi Penelitian Kualitatif*. Edited by Haidir. 5th ed. Bandung: Citapustaka Media, 2012.
- Scrivener, Jim. *Classroom Management Techniques*. Edited by Scott Thornbury. Cambridge: Cambridge University Press, 2013.
- 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>.

APPENDIX I.

List of questions that has interviewed

1. What are the components of classroom management that teacher used in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan?
2. What are the teachers' reasons in using components of classroom management at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan?
3. How the teachers implement the components of classroom management in teaching English at the eighth grade students of SMP Islam Terpadu Darul Hasan Padangsidempuan?

APPENDIX II.

Guidance Observation Sheet of English Teachers' Classroom Management at the Eighth Grade of SMP Islam Terpadu Darul Hasan Padangsidempuan

Date :
Teacher's Name : Mrs. EK

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Physical design of the classroom	e. Arranging students' desk f. Developing physical layout g. Checking students learning equipment h. Checking students homework			
2.	Rules and Routines	f. Come to the class prepared g. Absent h. Respect others and their property i. Use appropriate language j. Do not leave the room without permission			
3.	Relationship	c. Relationship among students d. Relationship between teacher and students			
4.	Engaging and motivating instruction	c. Plan for necessary material d. Giving instruction			
5.	Discipline	d. Dress modestly e. Do not wear excessive jewelry f. Speak polite			

**Guidance Observation Sheet of English Teachers' Classroom Management at
the Eighth Grade of SMP Islam Terpadu Darul Hasan Padangsidempuan**

Date :
Teacher's Name : Mrs. FM

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Physical design of the classroom	i. Arranging students' desk j. Developing physical layout k. Checking students learning equipment l. Checking students homework			
2.	Rules and Routines	k. Come to the class prepared l. Absent m. Respect others and their property n. Use appropriate language o. Do not leave the room without permission			
3.	Relationship	e. Relationship among students f. Relationship between teacher and students			
4.	Engaging and motivating instruction	e. Plan for necessary material f. Giving instruction			
5.	Discipline	g. Dress modestly h. Do not wear excessive jewelry i. Speak polite			

APPENDIX III.

Interview to the English Teacher

Date :

Teacher's Name : **Mrs. EK**

1. Questions : Do you design the appearance of the class when learning Miss?

Answer :

2. Questions : what is your reason use physical design in management classroom?

Answer :

3. Questions : Do you use rule and routines in classroom management?

Answer :

4. Questions : What is your reason use rule and routines in classroom management?

Answer :

5. Questions : Do you use relationship between student to student and student to teacher?

Answer :

6. Questions : What is your reason use relationship between student to student and student to teacher?

Answer :

7. Questions : Do you use engaging and motivation instruction in classroom management?

Answer :

8. Questions : What is your reason use engaging and motivation instruction in classroom management?

Answer :

9. Questions : Do you use discipline in classroom management?

Answer :

10. Questions : What is your reason use discipline in classroom management?

Answer :

Interview to the English Teacher

Date :

Teacher's Name : Mrs. FM

1. Questions : Do you design the appearance of the class when learning Miss?

Answer :

2. Questions : what is your reason use physical design in management classroom?

Answer :

3. Questions : Do you use rule and routines in classroom management?

Answer :

4. Questions : What is your reason use rule and routines in classroom management?

Answer :

5. Questions : Do you use relationship between student to student and student to teacher?

Answer :

6. Questions : What is your reason use relationship between student to student and student to teacher?

Answer :

7. Questions : Do you use engaging and motivation instruction in classroom management?

Answer :

8. Questions : What is your reason use engaging and motivation instruction in classroom management?

Answer :

9. Questions : Do you use discipline in classroom management?

Answer :

10. Questions : What is your reason use discipline in classroom management?

Answer :

Appendix IV. Analysis of Observation Sheet

Guidance Observation about English Teachers' Classroom Management at the Grade VIII Students of SMP Islam Terpadu Darul Hasan Padangsidempuan

Date : 27 September 2022

Teacher's Name : Mrs. EK

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Physical design of the classroom	a. Arranging students' desk	√		1) student sit in pairs 2) student sit in cluster when teacher making a group discussion 3) students sit in orderly rows
		b. Developing a physical layout	√		1) The appropriate form of room 2) Adequate class size 3) Neatly arranged furniture such as poster, pictures, plants, and cupboard in classroom
		c. Checking students learning equipment	√		1) Teacher checking dictionary, pen, eraser, and students' notebook before starting the lesson
		d. Checking students homework	√		1) Teacher always check students' homework before starting the lesson

2.	Rules and Routines	a. Come to the class prepared	√	1) Come to the class 2) Students should bring learning equipment
		b. Absent	√	1) Teacher checks students' attendance
		c. Respect others and their property	√	1) Students should not behave badly to friends and must respect each other 2) Do not talk when the teacher is explaining the lesson 3) Do not be noisy in the classroom when teaching and learning process is in progress
		d. Use appropriate language	√	1) Teacher and Students using positive language
		e. Do not leave the room without permission	√	1) Students must ask permission before leaving the classroom
3.	Relationship	a. Relationship among students	√	1) students will work together in discussion session

		b. Relationship between teacher and students	√		<p>1) Teacher moves around in the class to attend students individually</p> <p>2) Teacher portrays a friendly, and positive attitude</p>
4.	Engaging and motivating and instruction	<p>a. Plan for necessary material</p> <p>b. Giving instruction</p>	√	√	<p>1) Teacher used lesson plan</p> <p>1) Teacher gives clear instruction</p> <p>2) Teacher gives praise to students who excel like motivation for other students to learn</p> <p>3) Students are invited to be risk talkers without fear of ridicule</p> <p>4) Students are provided with opportunities to interact</p>
5.	Discipline	<p>a. Dress modestly</p> <p>b. Do not wear excessive jewelry</p> <p>c. Speak polite</p>	√	√	<p>1) Students must wear polite clothes that have been regulated by the school</p> <p>1) Students are prohibited from wearing jewelry on the school ground</p> <p>1) Students and teachers must use polite and courteous</p>

					language, and when meeting every teacher outside the classroom must say salam
--	--	--	--	--	--

Appendix II. Analysis of Observation Sheet

Guidance Observation about English Teachers' Classroom Management at the Grade VIII Students of SMP Islam Terpadu Darul Hasan Padangsidempuan

Date : 29 September 2022
Teacher's Name : Mrs. FM

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Physical design of the classroom	a. Arranging students' desk	√		1) student sit in pairs 2) student sit in cluster when teacher making a group discussion 3) students sit in orderly rows
		b. Developing a physical layout	√		1) The appropriate form of room 2) Adequate class size 3) Neatly arranged furniture such as poster, pictures, plants, and cupboard in classroom
		c. Checking students learning equipment	√		1) Teacher checking dictionary, pen, eraser, and students' notebook before starting the lesson
		d. Checking students homework	√		1) Teacher always check students' homework before starting the lesson
2.	Rules and Routines	a. Come to the class prepared	√		1) Come to the class

		b. Absent	√	<p>2) Students should bring learning equipment</p> <p>1) Teacher checks students' attendance</p>
		c. Respect others and their property	√	<p>1) Students should not behave badly to friends and must respect each other</p> <p>2) Do not talk when the teacher is explaining the lesson</p> <p>3) Do not be noisy in the classroom when teaching and learning process is in progress</p>
		d. Use appropriate language	√	<p>1) Teacher and Students using positive language</p>
		e. Do not leave the room without permission	√	<p>1) Students must ask permission before leaving the classroom</p>
3.	Relationship	a. Relationship among students	√	<p>1) students will work together in discussion session</p>
		b. Relationship between teacher and	√	<p>1) Teacher moves around in the class to attend</p>

		students			students individually 2) Teacher portrays a friendly, and positive attitude
4.	Engaging and motivating instruction	a. Plan for necessary material b. Giving instruction	√ √		1) Teacher used lesson plan 1) Teacher gives clear instruction 2) Teacher gives praise to students who excel like motivation for other students to learn 3) Students are invited to be risk talkers without fear of ridicule 4) Students are provided with opportunities to interact
5.	Discipline	a. Dress modestly b. Do not wear excessive jewelry c. Speak polite	√ √ √		1) Students must wear polite clothes that have been regulated by the school 1) Students are prohibited from wearing jewelry on the school ground 1) Students and teachers must use polite and courteous language, and when meeting every teacher

					outside the classroom must say salam
--	--	--	--	--	--

Analysis Interview of English Teacher

Date :
Interview Object : Mrs. EK

This meeting between the researcher and the English Teacher, her name is Mrs. Evi Khairani. The dialogue can be seen in the following text interview :

1. Questions : Do you design the appearance of the class when learning Miss?
Answer : yes I do
2. Questions : what is your reason use physical design in management classroom?
Answer : Because physical designed of the classroom management is to make it more conducive such as straightening rows, tidying up tables and chairs before the learning process begins. If there is still trash under the table, throw in it in its place, do not make a noise, and do not sleep in classroom.
3. Questions : Do you use rule and routines in classroom management?
Answer : Yes, I use rule and routines in classroom management
4. Questions : What is your reason use rule and routines in classroom management?
Answer : The reason is so that students understand the lesson. Then I also make routines in the classroom is like the students are required to bring notebooks for every English lesson, before studying I always check their notebooks and dictionaries, at least one table has one dictionary. If someone violates both of those things they will be punished. The reason is because it is a media to support teaching learning process, and so that they can read the notebook again when they forget.
5. Questions : Do you use relationship between student to student and student to teacher?
Answer : yes, I do
6. Questions : What is your reason use relationship between student to student and student to teacher?
Answer : Because this is all based on the curriculum, where in this curriculum students must be active, while passive teachers mean that here we have to collaborate to guide them to become active students. For example if there is a material she

provided opportunities for students to give opinions, and practice the material. If there are students who do not pay attention to the lesson then the student is asked to answer questions from the teacher and if the student cannot answer it then he will be given a punishment.

7. Questions : Do you use engaging and motivation instruction in classroom management?

Answer : Yes I do

8. Questions : What is your reason use engaging and motivation instruction in classroom management?

Answer : Because it makes them more active in learning so that they are not left behind due to language limitations.

9. Questions : Do you use discipline in classroom management?

Answer : Yes I do

10. Questions : What is your reason use discipline in classroom management?

Answer : Because discipline as one of component in classroom management so that with discipline students do not make noise in the class when the teaching and learning process is in progress. So that the material presented is not in vain and the can easily understand it so as to make the class a conducive class.

Analysis interview of English Teacher

Date :
Interview Object : **Mrs. FM**

This meeting between the researcher and the English Teacher, her name is Mrs. Evi Khairani. The dialogue can be seen in the following text interview :

1. Questions : Do you use physical design when learning Miss?
Answer : yes I do
2. Questions : what is your reason use physical design in management classroom?
Answer : Because physical design is very closely related to the classroom atmosphere. Where, the classroom atmosphere influences the student learning process. If the class is not conducive then learning will also be uninteresting. Therefore a teacher must be able to liven up the classroom atmosphere before learning process begins.
3. Questions : Do you use rule and routines in classroom management?
Answer : Yes, I use rule and routines in classroom management
4. Questions : What is your reason use rule and routines in classroom management?
Answer : The reason is to achieve good targets and for the learning process to be effective. That way, we can know the students enthusiasm, we also know the condition of the class when we make these rules and routines.
5. Questions : Do you use relationship between student to student and student to teacher?
Answer : yes, I do
6. Questions : What is your reason use relationship between student to student and student to teacher?
Answer : The reason is that good and effective learning occurs because the purpose of learning is not just studying. However, we have to create that convenience first. If they are comfortable with friends and teachers, then the learning process will be carried out well.
7. Questions : Do you use engaging and motivation instruction in classroom management?
Answer : Yes I do

8. Questions : What is your reason use engaging and motivation instruction in classroom management?

Answer : The reason is to make learning interesting and fun so that students do not get bored when teaching and learning process, moreover learning English requires variations when learning.

9. Questions : Do you use discipline in classroom management?

Answer : Yes I do

10. Questions : What is your reason use discipline in classroom management?

Answer : The reason is that discipline can helped teacher to make students more organized in the learning. So that discipline made the class becomes peaceful and comfortable.

APPENDIX V: Photographs

1. Interview with Headmaster of SMP Islam Terpadu Darul Hasan Padangsidempuan Mrs. AEH, M.Pd



2. Interview with Mrs. EK



3. Interview with Mrs. FM



OBSERVATION







CURRICULUM VITAE



A. Identity

Name : Ade Paratiwi
Reg. Number : 17 203 00024
Place/ Birth : Padangsidempuan/ April, 04th 1999
Address : Jl. Jend. Sudirman, Untemanis, Padangsidempuan
Sex : Female
Religion : Islam
Phone Number : 0821-6554-6095
Email Adresses : adepratiwipsp@gmail.com

B. Educational Background

1. Elementary School : SD Negeri 200118 Padangsidempuan, 2005-2011.
2. Junior High School : SMP Negeri 4 Padangsidempuan, 2011-2014.
3. Senior High School : SMA Negeri 4 Padangsidempuan, 2015-2017.
4. University : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2017-2023



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022
Website: <http://itik.iain-padangsidempuan.ac.id> E-Mail: itik@iain-padangsidempuan.ac.id

Nomor : B2651/In.14/E.1/PP.009/08/2022 7 September 2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M. Pd. (Pembimbing I)
2. Sri Rahmadani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ade Pratiwi
NIM : 17 203 00024
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : English Teachers' Classroom Management at The Grade Eight Students of SMP Islam Terpadu Darul Hasan Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Bidang Akademik



Syafrida, S.Psi., M.A.
NIP. 19680122 200604 2 001

Ketua Program Studi TBI

Fitri Rahani Siregar, M.Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEIKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sititang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 2744 /n.14/E.4a/TL.00/09/2022
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP Islam Terpadu Darul Hasan Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ade Paratiwi
Nim : 1720300024
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Jend. Sudirman Losung Batu Padangsidimpuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "English Teachers' Classroom Management at The Grade Eight Students of SMP Islam Terpadu Darul Hasan Padangsidimpuan".

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

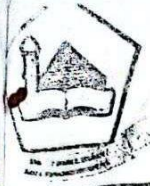
Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



Padangsidimpuan, 14 September 2022

a.n. Dekan
Kepala Bidang Tata Usaha

Masrul Halim Hasibuan, S.Ag., MAP
NIP. 19720829200003 1 001



YAYASAN DARUL HASAN KOTA PADANGSIDEMPUN
SMP ISLAM TERPADU (SMP IT) DARUL HASAN

Jl. Ompu Huta Tinggi Gg. Al-Taubah I Kel. Hutaimbaru, Kec. Hutaimbaru, Kota Padang Sidempuan, Sumatera Utara.
Website : www.sitdarulhasanps.sch.id | email : smp@sitdarulhasanps.sch.id

Padang Sidempuan, 10 Oktober 2022

Nomor : 001/SPU/SMP/X/2022
Lampiran : -
Sifat : -
Perihal : Surat Pemberitahuan

Assalamu'alaikum warahmatullahi wabarakatuh.

Segala puji hanya milik Allah SWT, shalawat dan salam kita sampaikan kepada Rasulullah Muhammad SAW, keluarga, sahabat serta para tabi'in yang tetap setia menikutinya hingga akhir zaman. Do'a dan harapan kami semoga Bapak/Ibu dalam keadaan sehat wal 'afiat serta sukses menjalankan aktifitas sehari-hari. Aamiin

Dengan Hormat,

Menerangkan bahwa Mahasiswa di bawah ini:

Nama : ADE PARATWI

NIM : 17 203 00024

Judul : English Teachers' Classroom Management at The Eight Grade of SMP IT Darul Hasan Padangsidempuan

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Perguruan Tinggi : Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary)

adalah benar telah melakukan penelitian di SMP Islam Terpadu Darul Hasan Kota Padangsidempuan.

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

